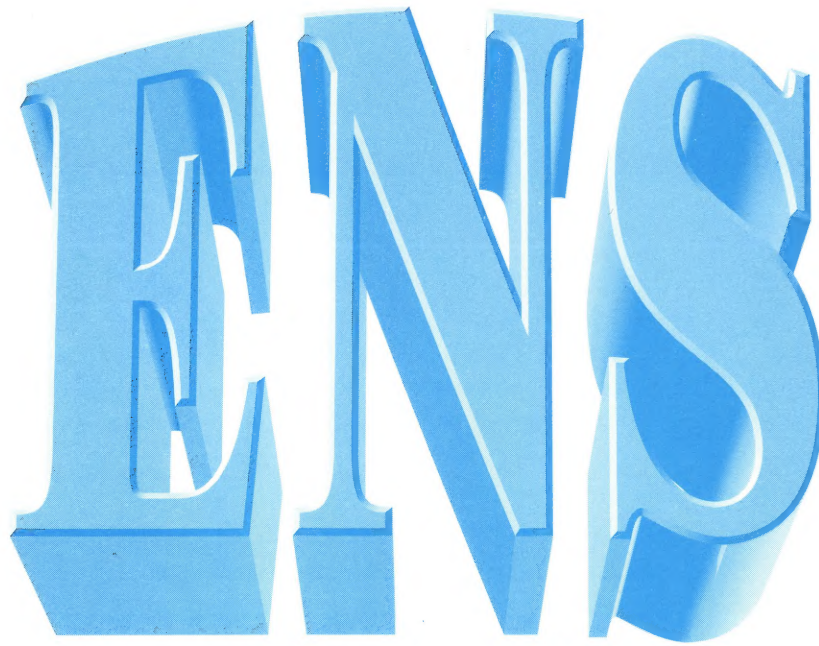


**East Stroudsburg Area
School District**

**Senior High School
North**



HOME OF THE TIMBERWOLVES

**PROGRAM OF STUDIES
2002 - 2003**

EAST STROUDSBURG AREA SCHOOL DISTRICT

East Stroudsburg Area Senior High School-North



H C 12 Box 690

Dingmans Ferry, Pennsylvania 18328

Phone: 570-588-4420

Fax: 570-588-4421

Richard Carty
Principal

Patricia Mulroy
Assistant Principal

November 2001

Dear Parents and/or Guardians:

We are beginning the course scheduling process of the 2002-2003 school year. Your input and guidance in assisting your child in the course selection process is greatly appreciated. The information provided in this program of studies is designed to assist you in making informed choices.

Please feel free to call or make an appointment with our Guidance office at (570) 588-4420 if you have any questions during the course scheduling process.

Sincerely,

Richard O. Carty
Principal

Patricia Mulroy
Assistant Principal

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**EAST STROUDSBURG AREA SCHOOL DISTRICT
2001-2002**

BOARD OF EDUCATION

Mr. Patrick Forney, President
Mr. Philip Brush, Vice President
Mr. Robert Huffman, Secretary
Mr. Thomas Dirvonas, Solicitor
Mr. Horace Cole Mr. Arthur Moeller
Mr. Roland Featherman Mr. Donald Motts
Mrs. Bet Hays Mr. William Zacharias

ADMINISTRATION

Dr. Kenneth Koberlein, Superintendent
Dr. Sheryl S. Solow, Assistant Superintendent for Curriculum and Instruction
Mr. Douglas Arnold, Director of Pupil Services
Mr. Michael Michaels, Director of Human Resources
Mr. William L. McGill, Director of Business Affairs
Ms. Marie Guidry, Supervisor of Financial Affairs
Mrs. Michelle Carhardt, Supervisor of Gifted/Special Education 6-12
Mrs. Cindy Leshinsky, Supervisor of Gifted/Special Education K-5
Mr. Mark Brown, Director of Athletics and Activities
Mr. Paul Wahrmann, Director of Food Services
Mr. James F. Shearouse, Maintenance Director

HIGH SCHOOL ADMINISTRATION

Mr. Richard O.Carty, Principal
Ms. Patricia Mulroy, Assistant Principal

GUIDANCE DEPARTMENT

Linda Campbell
Donna McCreary
Melissa Kreger

DEPARTMENT CHAIRPERSONS

| | |
|------------------------------------|----------------------|
| Art..... | Ms. Rebecca Cooke |
| Business Education..... | Mr. Alfred Snyder |
| English..... | Mr. Eric Anderson |
| Foreign Language | Mrs. Dee Dunstan |
| Guidance..... | Mrs. Linda Keglovits |
| Health & Physical Education..... | Mr. Charles Daily |
| Health Services | Ms. Peggy Jensen |
| Family and Consumer Sciences | TBA |
| Library | Ms. Laura Jenkins |
| Mathematics..... | Ms. Karen Haas |
| Music - Instrumental | Mr. Robert Fetterman |
| Music - Vocal | Mrs. Linda Schaller |
| Science..... | Mr. William David |
| Social Studies | Mr. Kevin Nace |
| Technology Education | Mr. Robert Green |

SUGGESTED ENGLISH SEQUENCE

| Grade | Applied | College Prep | | |
|----------|------------|---------------------|-------------------|--------------------------|
| | | Academic Track | Honors Track | Advanced Placement Track |
| Ninth | 9 English | 9 Academic English | 9 Honors English | 9 Accelerated English |
| Tenth | 10 English | 10 Academic English | 10 Honors English | 10 Accelerated English |
| Eleventh | 11 English | 11 Academic English | 11 Honors English | 11 Accelerated English |
| Twelfth | 12 English | 12 Academic English | 12 Honors English | 12 AP English |

Additional English Electives

Non-Honors

Journalism
Drama I
Drama II
Public Speaking I
Public Speaking II
Creative Writing 9/10
Creative Writing 11/12
SAT Verbal Prep

SUGGESTED MATH SEQUENCE

| Grade | College Prep | | |
|----------|-----------------------|----------------------------|---|
| | Applied | Academic | Honors |
| Eighth | Pre-Algebra | Pre-Algebra | Algebra I Honors |
| Ninth | Applied Algebra A | Algebra I | Geometry Honors |
| Tenth | Applied Algebra B | Geometry | Algebra II Honors |
| Eleventh | Applied Geometry | Algebra II | Advanced Math |
| Twelfth | Essential Mathematics | Statistics Trigonometry | Advanced Placement Calculus, Honors Calculus I or AP Calculus II |

Additional Math Electives

Honors

Computer Methods & Programming

Non-Honors

Multimedia
SAT Prep for Math
Computer Literacy & Usage
Web Page Design
Essential Mathematics

Calculator Not e: The district will no longer be providing scientific calculators for students. If you wish to use one in class, you must purchase your own. Graphing calculators will still be provided.

SUGGESTED SCIENCE SEQUENCE

| Science Sequence | Applied | College Prep I | College Prep II | Honors |
|------------------|---------------------------------|----------------------------------|--|--|
| | Non college or Technical School | Undecided Major | Major in Liberal Arts | 4 year college |
| Ninth | General Science | Academic General Science | Academic General Science | Honors General Science |
| Tenth | Biology | * Academic Biology | * Academic Biology I | * Honors Biology I |
| Eleventh | Environmental Science I | * Academic Environmental Science | *Academic Chemistry *Academic Environmental Science | * Honors Chemistry I |
| Twelfth | Environmental Science II | * Academic Chemistry | * Academic Physics * Academic Biology II | * Honors Physics * Honors Chemistry II * Honors Biology II |

* indicates a laboratory science - for 4 year college acceptance

SUGGESTED SOCIAL STUDIES SEQUENCE

| | | College Prep | |
|----------|----------------------------------|--|---|
| Grade | Applied | Academic Track | Honors Track |
| Ninth | World Cultures I | Academic World Cultures I | Honors World Cultures I |
| Tenth | World Cultures II/U.S. History I | Academic World Cultures II/ U.S. History II | Honors World Cultures II/ U.S. History II |
| Eleventh | U.S. History III | Academic U.S. History III | Honors U.S. History III or Advanced Placement U.S. History |
| Twelfth | Electives | Electives | Electives |

Additional Social Studies Electives

Honors

Advanced Placement US and Comparative Government & Politics

Sociology

Sociology Honors

Non-Honors

Political Science and the Economy

Psychology

TECHNOLOGY CREDITS

The following courses will fulfill the 1.0 technology credit required for graduation.

Intro to Business - Keyboarding I - Keyboarding II - Keyboarding III - Computer Applications I - Computer Applications II - Accounting I - Accounting II - Business Communication -Intro to Marketing Computer Literacy and Usage - Computer Methods and Programming – Multimedia –Web Page Design - Architectural Drawing II - Architectural Drawing III - Architectural Drawing IV –Engineering Drawing I - Engineering Drawing II –Graphics

Arts I- Graphic Arts II –Graphic Arts III Interactive Computer Technology - Applied Technology - Solid State Electronics Level III - Electronic Communications Level IV - Desktop Publishing - Music Technology and Theory TV and Video Production TV and Video Production II

PROGRAM OF STUDIES

GRADUATION REQUIREMENTS

To graduate from the East Stroudsburg Area School District, a student shall (1) demonstrate mastery of the academic standards enumerated in chapter 4, section 4.24 and (2) must satisfactorily complete a graduation project.

1. Students must successfully demonstrate proficiency in knowledge and application of planned courses, which adhere to the Chapter 4 regulations. In addition, each student must have 24.9 credits to graduate.

- 4 English
- 4 Mathematics
- 4 Science
- 3 Social Studies
- 1 Technology (Management Information or Computers)
- 1.6 Physical Education
- .6 Health
- .2 Driver Education
- 2 Humanities (Arts, or Music, Vo-Tech, Family & Consumer Science, Foreign Language, Technology Education, Electives with English Department, and Electives with Social Studies Department
- 4.5 Electives

The following minimum credit requirements are necessary to be considered a member of the class indicated.

Class Credits

Sophomore class - 4.0

Junior class - 9.3

Senior class - 17.0

Student proficiency in knowledge and application of skills shall be deemed successful when a student can demonstrate achievement at the 65% level or better.

Students who do not achieve proficiency (65%) or better may receive an I (Incomplete) for mid-term progress reports. However, all I(s) will be changed into percentages by the end of the marking period.

Satisfactory completion of an IEP shall also constitute adequate proficiency of student performance outcomes for special needs students.

2. Students must successfully complete a student project in an area of concentrated study during the junior year of high school under the direction of the high school English faculty. The projects shall incorporate the following guidelines:

- ♦ The student may choose his/her project theme with the approval of the teacher/advisor and shall be guided throughout the effort by a teacher/advisor.
- ♦ The student must demonstrate through the project the ability to apply, analyze, synthesize and evaluate information.
- ♦ Upon completion of the project; the student will present to an appropriate audience as approved by the teacher/advisor. The presentation shall be interactive in that the audience may ask questions of the student.
- ♦ The teacher/advisor shall determine proficiency of the project using a scale of 1 to 5 with 3 being average.
- ♦ The project may be undertaken by an individual or groups of students **if approved** by the teacher /advisor.

Completion of the content and achievement of the graduation outcomes may also be completed via options other than attendance and completion of a planned course at the high school level.

These options include:

- a) **Assessment**
- b) **Independent Study**
- c) **Other Educational Experiences**
- d) **Higher Education Courses**

SCHEDULING INSTRUCTIONS

Counselors' will give instructions regarding course selections to all students' in-group sessions. Students who need individual help are urged to see their counselors for an appointment. Students are encouraged to select a full academic schedule.

1. Each year English, science, mathematics, and health and physical education courses must be selected.
2. Three social studies courses must be scheduled throughout the four-year term. If scheduling permits a fourth social studies course may be scheduled (elective).
3. School will be run on a six-day cycle. Courses will be scheduled on a daily basis for days 1, 2, 3, 4, 5, and 6. Four blocks will be scheduled for each day.
4. All students are requested to return their student scheduling request form to their counselors by the deadline.
5. Following the compilation of student course selections, departments will review the results. Changes can be made to selections based upon teacher recommendations.

PARENTS AND STUDENTS ARE URGED TO GIVE SERIOUS CONSIDERATION TO PROGRAM PLANNING FOR THE FOLLOWING YEAR. Once course selection has been completed, changes will be permitted only during the month of May prior to the close of school for the 2000-2001 academic year.

STUDENTS ARE ENCOURAGED TO PLAN THEIR INSTRUCTIONAL PROGRAMS CAREFULLY AND TO AVOID AN EXCESSIVE NUMBER OF STUDY HALLS.

Please Note: A student forfeits consideration for any academic honors when he/she fails to schedule and maintain a minimum of six credits of class work in addition to a health and physical education course for the school year in the East Stroudsburg Area Senior High School – North building and taught by East Stroudsburg Area Senior High School – North faculty. (Seniors are required to take at least 5 credits of course work in addition to a health and

physical education course. The academic honors include, but are not limited to valedictorian, salutatorian, and honors reception, any award associated with the Academic Awards Program, class rank awards, and/or individual subject awards.

SPECIAL SCHEDULING INSTRUCTIONS GRADE 9

Required courses in ninth grade consist of physical education, health, general science, foreign language or general business, World Cultures I, English, mathematics, and electives. Students who have successfully completed the first year of a foreign language in grade eight (C or better) are encouraged to select the second level of that language. Students who have successfully completed Algebra I in grade eight (C or better) will schedule Geometry in grade nine. Elective courses available for ninth grade students are listed under the department heading in the course description section of the booklet. Ninth grade students **must** select one elective, and they may select two. The ninth grade course selection form accompanies this booklet. Students are to consult with their parents regarding their selections, make their choices and return by the deadline indicated.

SPECIAL SCHEDULING INSTRUCTIONS GRADE 10

Required courses in tenth grade consist of English, mathematics, World Cultures II/U.S. History II, biology, health and physical education. In addition, sophomores **must** select two full credits of electives; however, they may select three. Students who are interested in attending the Monroe County Area Vocational-Technical School **must** complete an application form available in the guidance office. Vocational technical students must also schedule the following: English, mathematics, biology, health and physical education.

SPECIAL SCHEDULING INSTRUCTIONS GRADE 11

Required courses in eleventh grade include English, mathematics, U.S. History III, science, driver's education, and physical education. One period of driver training may be scheduled for all juniors. All juniors **must** select two electives; however, they may select three.

SPECIAL SCHEDULING INSTRUCTIONS GRADE 12

Required courses in twelfth grade include English, mathematics, science, health and physical education. **Seniors must carry a minimum of five full credit courses in addition to health and physical education in order to be considered for senior work release and/or any academic awards given by East Stroudsburg Area School District.**

Seniors are encouraged to schedule as challenging a schedule as possible; transcripts are an important component of acceptance to post secondary institutions.

LIBRARY

All students are encouraged to utilize the library as part of an integrated subject assignment throughout each semester of the school year. Students who are given the opportunity of library usage through content area assignments will be provided with:

- A. Continued training in library operational procedure.
- B. Familiarization with library resources.
- C. Competency in library usage including available technology.

HEALTH SERVICES GENERAL INFORMATION

A vision screening examination is given to every student in grades nine through twelve. A hearing test is administered to all students in eleventh grade and all students new to the district regardless of grade. Students with a known hearing loss are tested annually. All students are weighed and measured annually.

Physical examinations are mandated for all eleventh grade students and new students on original entry to Pennsylvania schools (PA School Code Section 1402e). Information regarding exams will be mailed home. Parents are encouraged to have their child examined by their private physician so that immunizations are updated and a comprehensive health record can be established with the family physician. Parents who choose to have their child examined by the school physician will be notified of the time and date of the examination. Parents are encouraged to be present at the time of the examination.

NOTE: district policy states that: “Students who fail to complete and/or submit acceptable evidence of required medical examinations within the appropriate time period will not be admitted to school the following school year unless and until acceptable proof of compliance is received.”

Students who participate in the district’s interscholastic athletic program are required by PIAA regulations to have a physical examination no more than six (6) weeks prior to the beginning of each season practice (fall, winter, and spring). Physical exam dates are announced through the athletic office. In lieu of a school examination, students may submit an athletic examination form completed by their family physician. Proof of exam and a signed PIAA card **must** be submitted before a student is allowed to practice.

Parents will be notified of any abnormal results detected through any school screening examinations: vision, hearing, physical exam (grade level or athletic), scoliosis screening. Counseling and appraisal of students occurs each time a student is seen in the health room regardless of the reason. Those students seen for reasons of illness or injury are given the necessary immediate care then are evaluated for proper disposition. They may be sent back to class or sent home. Transportation is the responsibility of the parent or guardian. In an emergency, students will be transported to Pocono Medical Center by ambulance. **The cost of ambulance transportation is the responsibility of the parent(s) and/or guardian(s).**

MEDICATION POLICY - GENERAL INFORMATION

Whenever possible, medication should be taken at home. When it is necessary for medication to be taken at school, the procedure is as follows:

1. The nurse will be informed that the student is taking medication and the reason for it.
2. A medication authorization form, available in the nurse's office, must be completed by a doctor and signed by the parent.
3. The doctor's order to administer medication in school shall include:
 - A. Student's name
 - B. Name of medicine
 - C. Dosage and time
 - D. Any adverse effects of drug
 - E. The medication must be in a pharmacy bottle properly labeled with the student's name, medication and dosage.
 - F. The medication will be kept in the nurse's office.

The school nurse in your child's school is always available to speak with students and parents about the health services program. The nurse is also available to help parents find a source of care within the community for their child if needed. Please call with any questions.

COLLEGE COURSES FOR CREDIT

Any student who wishes to use a college course for credit must receive prior approval of his/her counselor and the high school principal.

Please Note:

1. A college course is not automatically considered an honors level course.
2. A student may not earn more than 8.2 credits per year. College courses may not be considered for credit if it exceeds this credit total.
3. The maximum credit earned at East Stroudsburg Area Senior High School – North per college credit course is one credit.

Determination of awarding of credit and the level of course will rest on the judgment of the guidance counselor, department chairperson and principal at East Stroudsburg Area Senior High School – North. An application/permission form is available in guidance.

ADVANCED/HONORS COURSE INFORMATION

Advanced or honors courses are designed to offer a greater and in-depth learning experience and are considered to be substantially more difficult than others in the curriculum. In recognition of the high level achievement expected, the weighting of honors or advanced course will be achieved by assigning the following numerical values to any honors or advanced placement courses when calculating class rank: A = 5, B = 4, C = 3, D = 2, F = 0, I = 0. Courses that are not honors or advanced placement courses will receive the following value for the grade earned: A = 4, B = 3, C = 2, D = 1, F = 0, I = 0. Class rank is computed by converting the number grade earned by the student to a letter grade. Letter grades are added together and divided by the total number of credits to determine the student's average for class rank purposes.

The following values are assigned to weighted and unweighted grades.

Weighted: A = 5 B = 4 C = 3 D = 2 F = 0 I = 0

Unweighted

A = 4 B = 3 C = 2 D = 1 F = 0 I = 0

The following are designated as advanced or honors courses: 9 Accelerated English, English 9 Honors, 10 Accelerated English, English 10 Honors, 11 Accelerated English, English 11 Honors, English 12 Honors, 12 AP English, Honors World Cultures I, World Cultures II/U.S. History 2 Honors, Honors U.S. History 3, AP U.S. History 3, AP Comparative Government & Politics, AP U.S. Government & Politics, Honors Current World Issues, Algebra I Honors, Geometry Honors, Algebra II Honors, Advanced Math, AP Calculus, Honors Calculus I, AP Calculus II, Computer Methods and Programming, General Science Honors, Honors Biology I, Honors Biology II, Honors Chemistry I, Honors Chemistry II, Honors Physics, Anatomy and Human Physiology, Spanish III Honors, Spanish IV Honors, Spanish V & VI, Honors, French III Honors, French IV Honors, French V & VI Honors, German III Honors, German IV Honors, German V Honors, Accounting II, Computer Applications II, Fine Arts III and IV, Honors Concert Choir, Honors Senior Band, Honors Jazz Lab/Jazz Ensemble, Honors Seminar, and Technology Education Level III or higher.

Selection of students for AP or honors courses is based on past performance in that subject, objective test measures, teachers' evaluations of students' work in the subject areas, student interest and the results of standardized examinations.

Honors courses recommending prerequisites are indicated in the course description section of this booklet.

CORRESPONDENCE STUDY

(Applied to Grades 9 – 12)

Correspondence courses may be used to earn graduation credit with two restrictions.

1. Courses may not be used as a substitution for a required subject.
2. Courses may not be used to advance toward early graduation. Courses must be for remedial work only.

HOMEBOUND INSTRUCTION

Homebound instruction is available for students who are unable to attend school due to a certified physical handicap. The superintendent or his designee must approve homebound instruction. The homebound instruction request form must be completed by the parent and submitted prior to the commencement of homebound. This form includes a physician's statement, which provides a diagnosis and description of the disability and a recommendation by the physician for homebound instruction. Other home instruction situations will be considered based on Policy #6100 established by the East Stroudsburg Area School District Board of School Directors.

MONROE COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL

Students enrolled in the East Stroudsburg Area Senior High School – North have the opportunity to attend the Monroe County Vocational-Technical School. Students in grades ten through twelve are eligible. However, preference is given to tenth graders as all vocational programs follow three-year curricula. The application process will include:

1. The Monroe County Vocational-Technical School will conduct a presentation to all ninth graders.
2. A tour of the Monroe County Vocational-Technical School is available for interested students.
3. Obtaining, completing, and returning an application (with parental signatures to the high school guidance office).

NOTE: Students may apply at any time and at any grade. However, placement of a student's first choice shop cannot be guaranteed. Placements are based on the number of available shop openings.

Students who attend Monroe County Vocational-Technical School will select a program in which they spend two and one-half hours per day at the vocational-technical school for the entire school year. The counselor of the vocational-technical school will schedule this half-day program for the afternoon. The remainder of the school day, a minimum of two blocks, will be spent in the East Stroudsburg High School North. Successful completion of a vocational program earns student 3.6 credits per year. Additional courses taken fulfill both the required course and credit requirements necessary for graduation.

CAREER FIELD EXPERIENCE

(Seniors Only)

East Stroudsburg Area Senior High School – North offers a program through the School-To-Career Office, which gives high achieving senior students a career-related, compensated, supervised, work-based educational experience with local employers. The program entitled "Career Field Experience" is designed for the highly motivated student who is in good standing for graduation, and has developed an interest in a particular career field. Specific eligibility requirements include: (a) must be listed as a graduating senior; (b) possess a 3.0 or above cumulative G.P.A.; (c) exhibit a good attendance history; (d) have a sufficient number of credits to graduate without counting any credits earned through the Career Field Experience Program; (e) obtain written parental permission; (f) is able to provide his/her own transportation to and from the job site. The placement site where the student receives his/her training should be related to the student's current career objective.

Selection for this program is dependent upon student interest, a screening process utilizing the above criteria, and the availability of career related work opportunities in the community. Every effort will be made to obtain meaningful employment for the student; however, placement is not guaranteed due to the fact that demand may exceed the number of available openings.

SCHOOL-TO-CAREER OFFICE

Success begins with experience!

The School-To-Career coordinator provides career-related services and work-based experiences to students. Programs offered to our students include: Job Shadowing, Internships, Career Field Experience, Career Pathways and general employment opportunities.

Teachers interested in providing career related resources to their students could enlist the services of the coordinator to arrange business/industry tours, field trips, guest speakers, and classroom programs which enrich, enhance or bring to life their curriculum.

The School-To-Career coordinator is committed to providing career-related opportunities to our students that may otherwise be reserved for the college student enrolled in an internship program.

COURSE AUDIT

Teachers/students may request a course on an audit basis under the following conditions:

- A. Course audit is only relevant for a course, which a teacher feels that a passing grade is too difficult to obtain.
- B. The grade for the course will be LO (Listening Only).
- C. Audited courses cannot be used for credit toward graduation.
- D. Permission of the teacher and guidance counselor is required.
- E. The teacher must approve enrollment in a course for audit during the first two weeks of the course.
- F. Students enrolled for audit are expected to meet all course requirements.
- G. Once enrolled as an audit, the course may be considered for credit at the teacher's discretion. (a passing grade has been earned)
- H. Students may be withdrawn from an audited course at the request of the teacher.

SPECIAL EDUCATION

Special education programs are available for those students who have been appropriately classified as being exceptional as defined by state and federal regulations and laws. Special education programming is comprised of a continuum of services that includes: supportive intervention in the regular classroom, itinerant program, resource program, part-time program, and full-time programs. Students are placed in a learning support, an emotional support, and a gifted support program depending upon their needs. Both the East Stroudsburg Area School District and Colonial Intermediate Unit #20 operate classes.

The special education program is designed to meet the needs of those students who have been appropriately classified by the multi-disciplinary team. The purpose of the program is to maintain, support, and strengthen students' personal, academic, and social abilities. The strengths and weaknesses of each student are diagnosed and an individualized education program (IEP) is designed to meet the student's individual needs. Each student will function on his/her own ability level at his/her rate of learning. Special education programming will follow the required regular school curriculum and/or the district or I.U. special education curriculum in all areas of study. Emphasis is placed on learning and reinforcing basic skills. Special education programming may either support and reinforce the regular classroom, or may supplant a particular subject area(s) depending upon the individual student's needs.

HONORS SEMINAR

Do you have an interest or area of study that is currently not offered in our curriculum? Try something new and challenging. Design your own course and study independently through Honors Seminar.

Pre-requisites for Honors Seminar courses

1. A student with a Gifted IEP may participate as part of Gifted Enrichment Program.

OR

2. A student must have a grade point average of 85 or above with at least two Honors courses for the academic year. This student must also have two faculty members' recommendations stating the student has the ability to work well independently.

GET TWO RECOMMENDATIONS CHECKLISTS FROM GUIDANCE. THEY MUST BE FILLED IN AND RETURNED TO THE GUIDANCE OFFICE BY THE TEACHERS SELECTED.

(NEW) Honor Seminar for Half a Credit

A student may take this during a 45-minute period for a semester or opposite another 45 minutes course over the academic year. (Ex. Band or Chorus)

Course Requirements for Honors Seminar Half Credit

1. Write a proposal of goals and objectives for approval by Honors Seminar teacher.
2. Research and work independently on project during and outside of class
3. Meet with mentor and/or Honors Seminar teacher on a regular basis submitting a log of activities and time spent.
4. Present project for grading.
5. Display at Renaissance Night.
6. Write a self-critique of the Honors Seminar experience.

Honors Seminar for a Full Credit

A student may take this as a semester course for 90 minutes or as a full year course for 45 minutes per day. FOR TWELFTH GRADERS THIS MAY INCLUDE INTERNSHIP AS A SENIOR RELEASE.

Course Requirements for Honors Seminar Full Credit

1. Write a proposal of goals and objectives for approval by Honors Seminar teacher.
2. Research and work independently on project during and outside of class.
3. Meet with mentor and/or Honors Seminar teacher on a regular basis submitting a log of activities and time spent.
4. Shadow a professional in the community as a career exploration.
5. Present project to a selected group.
6. Present and display at Renaissance Night in May.
7. Write a critique of the Honors Seminar experience.
- 8.

SENIOR WORK RELEASE

Senior work release is designed to help students develop attitudes and skills necessary for satisfactory adjustment to adult life. This program **is not** for academic credit and is available only to twelfth grade students.

Senior work release - off campus experience for students who have fulfilled their educational requirements in only a portion of the school day. Students who wish to participate in the senior work release must make an appointment with their counselor during the month of May 2001.

COURSE DESCRIPTIONS

Recommended Grade Levels are Indicated

ART

The following art courses are electives:

878 INTRO TO ART

Grades 9, 10, 11, 12

1 credit

Intro to art will expose students to the elements of art using a wide variety of materials and techniques. Students will participate in drawing, printmaking, painting and sculpture. Attention will be paid to the figure and observational assignments. Composition will also be a primary focus. This course is a prerequisite for ALL additional art courses. Weekly sketchbooks will be required.

879 FINE ARTS II

Grades 10, 11, 12

1 credit

Prerequisites: passed Intro to Art. The fine Arts II course will expand upon the basic fundamentals and experiences with the elements of design gained in Introduction to Art to build a foundation in the disciplines of drawing, painting, printmaking, multi-media and sculpture. The students will begin to balance the mastery of technical skills with the development of an individual voice utilizing the principles of design. An emphasis will be placed on analysis, observation, and organization. The students will develop eye-hand coordination and an understanding of the basic traditional concerns, materials, and methods associated with the Arts. Fine Art II students will be required to turn in sketchbook assignments on a weekly basis.

880 FINE ARTS III-HONORS

Grades 11, 12

1 credit

Prerequisites: passed Intro to Art and Fine Arts II. The Fine Arts III course is designed for the student who is interested in expanding their knowledge in the following areas: commercial art, drawing, painting, printmaking, and sculpture. Emphasis on developing their critical thinking and problem solving skills. This is a challenging course designed for the student interested in preparing a portfolio. Fine Arts III students will be required to turn in sketchbooks on a weekly basis and should expect to complete 3 ½ to 4 hours of artwork outside of class per week.

881 FINE ARTS IV - HONORS

Grades 11, 12

1 credit

Prerequisites: passed Intro to Art, Fine Arts II, and Fine Arts III. This course is designed for those students who possess a sincere focus on an art career. It combines and expands upon the concepts and skills developed in prior Fine Arts courses. The course involves numerous artistic challenges such as; examining new methods and styles of painting, producing an accurate rendering of the human form in skeletal and muscle structure, producing sculpture that expresses a specific concept or movement style, and using various media to create a work of art that communicates/illustrates the visual aspect of a career choice, company, or product. The artwork created during this course will help to fulfill portfolio requirements at higher level learning institutions. Fine Arts IV students will be required to turn in sketchbooks on a weekly basis and should expect to complete 3 ½ to 4 hours of artwork outside of class per week.

875 PHOTOGRAPHY I **Grades 10, 11, 12** **1 credit**

Prerequisites: passed Intro to Art. Students who enroll in this course are encouraged to purchase their own **35mm Manual Single Lens Reflex Camera**. Students will learn compositional skills. They will experience photography through a series of processes such as manipulating chemicals and equipment, creating contact sheets, test strips and final prints.

876 PHOTOGRAPHY II **Grades 11, 12** **1 credit**

Prerequisite: passed Intro to Art and Photography I. In this course the students will expand photographic practices beyond the image to explore how you may vary processes for developing a print. They will learn to control the look of the final print, thereby enabling the student to understand how the aesthetic and technical choices they make affect emotional content and make ideas visible. Issues and topics, which relate the photographer and their images with other media, will be central to this course. **Students enrolled in this course are strongly encouraged to purchase their own 35mm Manual Single Lens Reflex Camera.**

885 SCULPTURE STUDIO I **Grades 9, 10, 11, 12** **1 credit**

Prerequisites: passed Intro to Art. This is an introductory course focusing on the basic elements, form and space. Students will develop their stills for sculpture through the three main groups, subtractive, additive and kinetic. A variety of materials will be used to create objective and non-objective works, using various techniques. Utilitarian works, in the round and low relief will also be addressed. Problem solving, time management skills are crucial. The students will work collaboratively and individually.

886 SCULPTURE STUDIO II **Grades 10, 11, 12** **1 credit**

Prerequisites: passed Intro to Art and successfully completed Sculpture Studio I with a “B” average. This course builds upon the skills and knowledge gained in sculpture I. Students will be assigned problems and then select the most appropriate solution. The projects must demonstrate their understanding and level of competency. The students will work individually and in groups to create sculptures, which are expressive, well crafted and meet project criteria. Time management is very beneficial.

887 ADVANCED DRAWING AND PAINTING (Honors) **Grades 10, 11, 12** **1 credit**

Prerequisites: passed Intro to Art and Fine Art II with an 85 average or higher, and or with Department chair and instructors approval. The Advanced Drawing and painting course will be a comprehensive training in the traditional disciplines of drawing and painting. An emphasis will be placed on accepting and lending constructive criticism, developing critical thinking skills and problem solving strategies, as well as, building and maintaining self discipline, organization and responsibility. Students will explore various drawing and painting media, such as pencil, graphite, charcoal, pastel, pen and ink, acrylics, watercolor, and mixed media. Through these course offerings the students will gain the self-confidence necessary to expand their creativity and become better artists. Drawing and painting students will be required to turn in a sketchbook assignment on a weekly basis and should expect to complete approximately four hours of artwork outside of class.

888 PERSONAL AND PUBLIC ART FORMS GRADES 11, 12 **1 credit**

Prerequisites: YOU MUST HAVE SUCCESSFULLY PASSED TWO ART COURSES PRIOR TO THIS COURSE. This course will be held block 4. Our goal is to encourage students to make decisions as to how artists positively contribute and impact society. The first 45 days of the fall semester will focus on art works for the

public, both in our school and the community through, murals, sculptures and art presentations to other students in the district. Problem solving skills and the ability to work collaboratively will be stressed. The second 45 days will deal with artworks on a much smaller and personal scale through the first form of sculpture, jewelry techniques, including cold connections will be taught. Students will work with traditional materials as well as more contemporary, non-traditional materials. Both halves of the semester will be emphasizing art outside the school and as career options in art. **Note Spring semester first halve Jewelry, second halve public art.**

BUSINESS EDUCATION

The following business courses are electives:

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| 530 INTRO TO BUSINESS | Grade 9, 10 | 1 credit |
|------------------------------|--------------------|-----------------|

General Business is an introductory business course that allows the student to do career exploration, choose and research a career, then follow through with the employment process: job applications, resumes, mock interviews, and employment forms. Payroll, income taxes, credit and banking are also covered. Students also learn proper keyboarding technique and formatting of employment documents. Students are expected to keyboard a number of documents, including applications, personal resumes, and letters they draft themselves.

| | | |
|-------------------------|--------------------------|-----------------|
| 551 ACCOUNTING I | Grades 10, 11, 12 | 1 credit |
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Accounting I may be used to fulfill one of the credits needed in math for graduation. The emphasis of this course is an introduction of the basic principles, concepts, and procedures used in accounting that a student must have if he/she expects to find jobs in the business community. The aim of the course is to give the student an understanding of the procedures used to record business transactions and be able to analyze their effects upon the financial operations of the business. These principles and procedures are taught for both a manual or computerized accounting system.

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|---------------------------------|----------------------|-----------------|
| 552 ACCOUNTING II HONORS | Grades 11, 12 | 1 credit |
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Accounting I is a prerequisite for this class. Accounting information learned in the first course is built upon with a close study of payroll accounting, depreciation, departmental and accrual accounting. Students are exposed to accounting procedures used for partnerships, corporations, and various taxes affecting business using both manual and computerized systems.

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|------------------------------------|---------------------|-----------------|
| 567 BUSINESS COMMUNICATIONS | Grade 11, 12 | 1 credit |
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This course is designed to develop and enhance the student's ability to communicate effectively in today's business world. Based on the premise that good communication skills are a necessity for success, topics covered include verbal, nonverbal and written communications, the mechanics of good writing, and the development of strong interpersonal communication skills. Students will learn how to express themselves more specifically through both the written and spoken word and use good communication skills to achieve current and future goals.

| | | |
|-------------------------|----------------------|-----------------|
| 569 EVERYDAY LAW | Grades 11, 12 | 1 credit |
|-------------------------|----------------------|-----------------|

This course is designed to acquaint the students with the legal rights and responsibilities they have as students, minors, citizens, consumers, and future employees. Emphasis is placed on understanding and applying legal

principles that directly affect people in the context of their everyday life. Topics include ethical decision-making, sources of our current laws and civil law, criminal law, contract law, and employment laws. Students will be actively involved in class discussions and debates that center around current laws and timely issues. Students will have the opportunity to participate in a mock trial.

545 APPLIED BUSINESS MATHEMATICS Grades 10, 11, 12 1 credit

Applied Business Mathematics prepares students to handle math situations that will be encountered in everyday life. After a brief review of arithmetic fundamentals, students are exposed to a variety of business problems that demonstrate how widely arithmetic is used in the business world. The range of topics covered includes bank reconciliation, calculating gross and net pay, determining commissions, discounts, budgets, interest, etc. This course will prepare any student to be a better consumer. Students earn one math credit toward graduation.

540 KEYBOARDING I Grades 10, 11, 12 1 credit

Keyboarding I is designed to teach the student the principles of keyboarding and keyboard control, the proper use of the function keys, and the proper care of their machine. It is taught on computers. The student applies his/her skills by typing business letters, reports, forms, envelopes and tabulations. Skills in using correct spelling, capitalization, and punctuation are taught. Neatness, accuracy, and productivity are stressed in this course.

541 KEYBOARDING II Grades 10, 11, 12 1 credit

Successful completion of Keyboarding I is a prerequisite for this class. Second year keyboarding incorporates the concepts learned during the first year into an office simulated work atmosphere. The students are expected to be more self-reliant and budget their time in order to complete assignments by deadlines. There are units on letters, tabulations, reports, memorandums, business forms, legal documentation, medical reports, and business simulations. A current word processing program will be utilized in a windows-based IBM compatible computer.

542 KEYBOARDING III Grades 11, 12 1 credit

Keyboarding II is a prerequisite for this course. Keyboarding III teaches the student to become proficient in using word processing packages designed for the Windows environment such as WordPerfect and Word. A great deal of emphasis is placed on student self-reliance, setting priorities, budgeting time and composing business correspondence. Students work at their own pace completing practical simulations of a variety of assignments. The course finishes up with an employment unit where students must design their own resumes, letters of application and follow-up letters.

560 COMPUTER APPLICATIONS I Grades 10, 11, 12 1 credit

Keyboarding skills are recommended. Computer applications are designed to familiarize the student with various software packages and procedures used with computers. The content of this class includes labs on the following: Microsoft Word, Excel, Access, and PowerPoint. Concepts in word processing, database management, spreadsheets, and desktop publishing and multi-media presentations are learned. A computerized simulation is also used to reinforce the above-mentioned applications.

561 COMPUTER APPLICATIONS II HONORS**Grades 11, 12****1 credit**

Computer Applications I is a prerequisite for this class. This course deals with advanced computer applications using an IBM Compatible PC. Topics covered in this class will include working within the Windows 98 environment on advanced concepts in the Microsoft Office Professional Suite of applications. Students will also utilize the Internet to complete course projects.

565 INTRO TO MARKETING**Grades 11, 12****1 credit****Prerequisite: none**

Introduction to marketing is an upper level course designed to introduce students to all areas of marketing and how marketing affects their everyday lives. Marketing has a major impact on the American economy and students will learn how the rapidly changing marketplace is affected by marketing. Students will learn about marketing through a combination of theory, projects, current events and simulated business activities.

ENGLISH SUGGESTED ENGLISH SEQUENCE

| Grade | Applied | College Prep | | |
|----------|------------|---------------------|-------------------|--------------------------|
| | | Academic Track | Honors Track | Advanced Placement Track |
| Ninth | 9 English | 9 Academic English | 9 Honors English | 9 Accelerated English |
| Tenth | 10 English | 10 Academic English | 10 Honors English | 10 Accelerated English |
| Eleventh | 11 English | 11 Academic English | 11 Honors English | 11 Accelerated English |
| Twelfth | 12 English | 12 Academic English | 12 Honors English | 12 AP English |

The English program is based on a traditional format of English instruction. The four-year sequential program emphasizes the fullest possible development of the students' reading, writing, speaking, thinking, study and listening skills, which are necessary for effective communication in our society. The writing strand develops the students' skills in expository writing by following a sequential development from paragraph to essay culminating in research papers and critical analyses. In addition, the literature program strives to develop in students a critical awareness of quality literature as well as awareness of self and the world around them.

During each course, the students will work with the following materials: a basic grammar text, a vocabulary workbook, a literature anthology, and a selection of novels. These materials make up the core of the English program. An accelerated program based on this core program is available for students who desire a more challenging course. The English department also has supplementary units and materials, which will help to stimulate students to work to their potential by appealing to a variety of interests and talents.

All students are required to take English in grades nine, ten, eleven and twelve in order to meet graduation requirements. English courses are offered on four levels. At all grades there is an advanced level. Students should use the following guidelines to determine which level would be appropriate for their needs and abilities.

Accelerated English is offered for the top English students who prefer a more challenging workload and who will take the AP English exam for college credit in May of their senior year. A student selecting Accelerated Ninth Grade English will be making a four-year commitment in the advanced placement track.

Accelerated English Prerequisites:(Honor's Credit)

1. Recommendation of two previous English teachers.
 - a) Successful completion of a timed expository writing.
 - b) Submission of an essay from eighth grade portfolio and writing sample.
2. Completion of summer reading/writing assignments.

Ninth - Twelfth Grade Honors English - This course is an intensified college prep course intended for the advanced student who meets the following criteria and is planning to attend a four-year college. (Honor's Credit)

1. Above grade level scores on the CTBS or PSSA tests in reading and language skills.
2. Above average composition skills.
3. Parental consent.
4. English department consent.

Ninth - Twelfth Grade Academic English - This course is designed for the continuing education student who is planning to attend a two or four year college. (Level A) (No-honors credit)

1. On grade level scores on the CTBS or PSSA tests in reading and language skills.
2. Average composition skills.
3. Parental consent.
4. English department consent.

Ninth - Twelfth Grade English - This course is intended for a student planning to obtain a two-year college associate's degree or attend a technical, business school, or enter the work force directly. The student should meet the following criteria.

1. On or below level scores on the CTBS or PSSA tests in reading and language skills.
2. Desire for business/technical writing skills.
3. Desire for refinement of general reading, writing skills.
4. Parental consent.
5. English department consent.

130 NINTH GRADE ACCELERATED ENGLISH

1 credit

Ninth Grade Accelerated English is a course designed for advanced students who elect a college prep level program. The program demands mastery of expository writing skills and critical thinking skills. This course is designed to prepare the student to continue in the Advanced Program and ultimately prepare them for Advanced Placement English in the twelfth grade. Prerequisites for this class are a completion of the following:

1. A solid "A" average in English
2. Recommendations from current and prior English teachers.
3. Sample writing assignments - illustrating proficiency in writing and critical thinking skills.
4. A timed writing test given by the ninth grade English teacher.
5. Completion of summer reading assignments.

131 NINTH GRADE HONORS ENGLISH

1 credit

Prerequisite for this course is mastery of eighth grade English with a B+ average or better. This ninth grade English course provides the student with an accelerated program. The writing program will focus on the development of the multi-paragraph essay. Thus students selecting this course should exhibit mastery of the paragraph format. The writing process will be utilized for expressive and expository writing. Usage units will also be emphasized in conjunction with the writing program. In addition, oral communication and vocabulary will be an integral part of this course. Finally, literature will include an in-depth study of short story, drama and the novel with each student developing a personal outside reading program.

132 NINTH GRADE ACADEMIC ENGLISH

1 credit

Prerequisite for this course is successful completion of eighth grade English. Ninth grade Academic English is a college prep course designed to furnish the student with a well-balanced academic program. In this course the emphasis in grammar will be placed on usage units in subject verb and pronoun antecedent agreement and correct verb usage. Writing will focus on the refinement of the paragraph and the introduction of the five-paragraph essay. The writing process will be utilized for expressive and expository writing. In addition, oral communication, vocabulary and spelling will be an integral part of this course. The process also includes an introduction to the various genres of literature including the study of short stories, Romeo and Juliet and a variety of novels ranging from the classic to the contemporary.

133 NINTH GRADE ENGLISH

1 credit

Ninth Grade English is designed for students entering technical or business school, two-year community colleges or entering the work force. Students will study a variety of communication skills. Emphasis will be placed on basic writing skills and correct usage as well as tech-prep skills. Students will also study a variety of literature. This course also includes an introduction to the various genres of literature including the study of short stories, Romeo and Juliet and a variety of novels. Prerequisites for this class are completion of seventh and eighth grade English.

139 TENTH GRADE ACCELERATED ENGLISH

1 credit

Prerequisites:

- 1. Successful completion of 9 Accelerated English**
- 2. Completion of summer reading assignment**

Tenth grade Accelerated English presents the students with an accelerated program for the development of all language skills. Students selecting this course should demonstrate mastery of the essay format. The intensive writing program emphasizes critical thinking skills and focuses on research skills following the MLA style sheet. Research papers and oral presentations will reinforce written and oral communication skills. In addition, the course includes a chronological survey of American literature supplemented with selected American novels. The changing face of the American society will be analyzed and discussed in relationship to the works assigned. Finally, the course will feature an in-depth study of Shakespeare and his play Macbeth.

140 TENTH GRADE HONORS ENGLISH

1 credit

Prerequisite for this course is successful completion of ninth grade Honors English. Tenth grade Honors English presents the students with an accelerated program. Students selecting this course must already possess a mastery of writing skills, which reflect strong sentence structure, critical thinking skills, and paragraph development.

Refinement of the multi-paragraph essay format is the main objective of the writing program, although emphasis is also placed on thought development as demonstrated in narrative and descriptive writing. The literature program focuses on a sampling of genres including poetry, drama, and novels taken from world literature. Students should expect to do oral presentations, which will reinforce literature and communication skills. Vocabulary and grammar supplement the overall language experience. Finally, the course will present an in-depth study of Shakespeare and his play Julius Caesar.

141 TENTH GRADE ACADEMIC ENGLISH

1 credit

Prerequisite for this course is successful completion of ninth grade Academic English. Tenth grade Academic English is designed for the college preparatory student. It is a challenging program aimed at improving all aspects of language skills development. The writing focus will increase understanding of the multi-paragraph essay along with developing sound writing skills as demonstrated with practice in the various stages of the writing process. The literature program centers on a sampling of genres including short stories, poetry, drama, and novels, all from world literature. Additionally, grammar and vocabulary study provides reinforcement to aid in the writing process. Finally, the course also includes an in-depth study and analysis of William Shakespeare's Julius Caesar.

142 TENTH GRADE ENGLISH

1 credit

Prerequisite is successful completion of ninth grade English. Tenth Grade English is designed to meet the needs of students interested in attending a technical or business school, two year college degree programs or directly entering the work place. This course will enhance and develop communication skills needed in today's work place. Contemporary young adult as well as classical literature will be studied. Frequent writing assignments will be coordinated with the study of literature. Vocabulary development will also be an important part of this course.

149 ELEVENTH GRADE ACCELERATED ENGLISH

1 credit

Prerequisites:

- 1. Successful completion of tenth grade Accelerated English**
- 2. Completion of summer reading assignment**

Prerequisite for this course is successful completion of tenth grade Accelerated English. Eleventh grade Accelerated English challenges the refinement of expository written communication skills as well as skills in oral communication. Various essays, including literary criticism, and specifically designed projects supplement the intensive literature program which represents a comprehensive, chronological study of British Literature. Class discussion will emphasize themes, historical influences, literary analysis and the literature's reflection of society.

150 ELEVENTH GRADE HONORS ENGLISH

1 credit

Prerequisite for this course is successful completion of tenth grade Honors English. Eleventh grade Honors English presents the students with an accelerated program for the development of all language skills. Students selecting this course should demonstrate mastery of the essay format. The intensive writing program emphasizes critical thinking skills and focuses on research skills following the MLA style sheet. Research papers and oral presentations will reinforce written and oral communication skills. In addition the course includes a chronological survey of American literature supplemented with selected American novels. The changing face of the America

society will be analyzed and discussed in relationship to the works assigned. Finally the course will feature an in-depth study of Shakespeare and his play Macbeth.

151 ELEVENTH GRADE ACADEMIC ENGLISH

1 credit

Prerequisite for this course is successful completion of tenth grade Academic English. Eleventh grade Academic English is designed for college prep students. This full year course will concentrate on increasing the students' understanding of vocabulary, essay writing and literature. The writing program is designed to refine the students' abilities in essay writing with special focus on thesis and development. The course also includes a chronological survey of American literature from 1700 to the present. The changing face of the American society will be analyzed and discussed in relationship to the works assigned. Selected American novels and Shakespearean study will also be incorporated.

152 ELEVENTH GRADE ENGLISH

1 credit

Prerequisite for this course is successful completion of tenth grade English. Eleventh grade English is designed to meet the needs of students interested in attending a two-year community college, a business college, a technical college, or going directly into the work force. This course will concentrate on reading skills using American literature as well as writing, grammar, usage, mechanics, and vocabulary. The writing program is designed to refine the students' abilities with special focus on the writing process and development of a research style paper. Selected American drama and novels will also be incorporated into the curriculum.

159 ADVANCED PLACEMENT ENGLISH

1 credit

PREREQUISITES:

- 1. Successful completion of Accelerated English 11**
- 2. Completion of summer reading**

PREREQUISITES: For students enrolled in eleventh grade Honors English

- 1. 95 or better in Eleventh Grade Honors English**
- 2. Recommendation of Eleventh Grade Honors English teacher**
- 3. Successful completion of a timed writing**
- 4. Submission of an expository essay from Eleventh Grade Honors English**
- 5. Twelfth Grade Honors English**
- 6. Completion of summer reading**

Advanced Placement English is offered to college-bound seniors seeking a more in-depth approach to literary studies. The course differs from the senior survey course in both its selection of literature and its examination of literary genres. The course is designed as a college level seminar and will require extensive reading and writing assignments outside the classroom. Students not enrolled in the accelerated track, which are considering taking this course must seek the advice of their current Honors English teacher. These students must also enroll in twelfth grade Honors English in the spring of their junior year or the spring of their senior year as English Literature is necessary for success on the AP exam. Students taking this course are strongly recommended to take the AP exam in the spring.

Many colleges and universities grant credit to students who achieve high scores on the advanced placement English examination given in May by the College Board.

160 TWELFTH GRADE HONORS ENGLISH**1 credit**

Prerequisite for this course is successful completion of eleventh grade Honors English. Twelfth grade Honors English challenges the refinement of expository written communication skills as well as skills in oral communication. Various essays, including literary criticism, and specifically designed projects supplement the intensive literature program which represents a comprehensive, chronological study of British Literature. Class discussion will emphasize themes, historical influences, literary analysis and the literature's reflection of society.

161 TWELFTH ACADEMIC ENGLISH**1 credit**

Prerequisite for this course is successful completion of eleventh grade Academic English. Twelfth grade Academic English is designed for students who will be continuing their academic education. This full year course emphasizes the refinement of the students' skills in both oral and written communication. Frequent assignments will include essays and projects designed for unit assessment, which are a part of the chronological survey of British literature ranging from historical influences to literary analysis.

162 TWELFTH GRADE ENGLISH**1 credit**

Prerequisite for this course is successful completion of eleventh grade English. The twelfth grade English course is designed for students entering technical or business schools, two-year community college degree programs or directly entering the work force. Students will study a variety of communication skills. Writings will consist of both technical and analytical writing, as well as activities relating to the world of business. The students will also engage in various speaking activities. They will read literature designed to reinforce basic career ethics and social values on a universal level.

175 DRAMA I**Grades 11, 12****1 credit**

Admittance into the course requires recommendations of present English teachers and instructor of the course.

The Drama I course is an elective designed for the student in grades eleven and twelve who wants experience performing before a group through the medium of drama.

The drama course is designed to give students a variety of opportunities to perform while improving their concentration, movement, and oral interpretation skills.

176 DRAMA II**Grades 11, 12****1 credit**

The Drama II course is available to only those students who have successfully completed Drama I. Advanced dramatic study in the areas of characterization, technical aspects of the theater and acting will be the focus of the drama segment of the course. Study is devoted to developing acting skills and may culminate in a performance for the school or general public.

171 JOURNALISM**Grades, 11, 12****1 credit**

Journalism is an elective course open to all students in grades 11-12. The class explores various elements and concepts within the journalism industry.

Recommended Prerequisites:

Demonstrate mastery (85%) or better in previous honors or academic English courses.
Students should be currently enrolled in academic, honors, or advanced level English.

The course will provide an overview of journalistic history, theory, and technique. Students will gain experience in writing news leads, news stories, feature articles, sports stories, and editorials. Students will concentrate on developing journalistic conventions and diction into a terse, coherent writing style. Revising and editing processes will be stressed.

Students will also learn how to write headlines, captions and critical review pieces for novels and television shows. Photo composition will be analyzed and students will learn the basics of layout and design. Editorial cartoons will be introduced and students will devise their own example of one. A media literacy component will analyze trends and economic conditions governing advertising, television, radio and other information mediums.

Grammatical and structural enrichment activities will be completed on an as needed basis. Students will be encouraged to pursue avenues of publication for their original work.

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| 177 CREATIVE WRITING 9/10 | Grades 9, 10 | 1 credit |
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This is an elective course designed to improve students writing ability. Prerequisite: Students must have an 85% or higher GPA. . The course will provide an overview of various writing forms and techniques. The course focuses on student's analyzing, synthesizing, and producing writing samples of the various genres such as: short story, poetry, prose, satire, comedy, drama, mystery, children stories, magazine, newspaper, narrative and descriptive pieces. Students will be required to present material orally along with maintaining and producing portfolios that showcase their writing competency in various creative writing forms.

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| 178 CREATIVE WRITING 11/12 | Grades 11, 12 | 1 credit |
|-----------------------------------|----------------------|-----------------|

This is an elective course designed to improve students writing ability. Prerequisite: Students must have an 85% or higher GPA. The course will provide an overview of various writing forms and techniques. The course focuses on student's analyzing, synthesizing, and producing writing samples of the various genres such as: short story, poetry, prose, satire, comedy, drama, mystery, children stories, magazine, newspaper, narrative and descriptive pieces. Students will be required to present material orally along with maintaining and producing portfolios that showcase their writing competency in various creative writing forms.

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| 179 SCIENCE FICTION STUDIES | Grades 9, 10, 11, 12 | 1 credit |
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This basic approach to the literary genre of science fiction will deal with a range of authors from Wells to Bradbury. Through a chronological study, this English elective course will focus on the structure and evolution of this type of literature by actively reading and discussing various novels, short stories, and poems. Students will also be expected to write a series of original fiction pieces to share and discuss with the class. Through the various activities, the student will gain an understanding and appreciation for this style of writing through a diverse use of teaching modalities.

172 PUBLIC SPEAKING I 9/10 Grades 9, 10, 11, 12 1 credit

This is an elective class. Recommended prerequisite: The student must have an 85% or higher GPA in English. This course is designed for the student who wants to improve his/her public speaking skills. It will be devoted to building self-esteem and developing fundamental speaking skills for the purpose of making oral presentations.

173 PUBLIC SPEAKING II Grades 10, 11, 12 1 credit

The Public Speaking II course is available to only those students who have successfully completed Public Speaking I. Advanced speaking skills in the area of persuasive and debate topics will be the focus of the course. A variety of oral presentations may be presented to areas of the community as part of a community service.

190 SAT VERBAL PREP CLASS Grades 10, 11 .5 credit

This 45-minute elective is designed to instruct sophomores and juniors in strategies and techniques to improve their scores on the verbal sections of the PSAT and SAT. The students will increase their vocabulary skills through critical reading and analysis, analogy exercises, and sentence completion. The students will also research and utilize prefixes, suffixes, root words and word origins as a means of defining words.

FOREIGN LANGUAGE

The following foreign language courses are electives:

720 FRENCH I Grades 9, 10, 11, 12 1 credit

Pack your bags! You're about to begin an exciting adventure into the French-speaking world! Level I begins as an in-depth study of French with major emphasis on basic conversational patterns, grammar patterns, and development of reading and writing skills, as found in the basic text.

721 FRENCH II Grades 9, 10, 11, 12 1 credit

French II is available to those students who have successfully completed French I. We're on our way, so "Laissez les bons temps rouler"! French II further develops the beginning writing; reading and an oral skill learned on the first level and introduces simple literature and cultural readings. Students become familiar with the people, as well as the places, which make up the French-speaking world through slides, cassettes and videos.

722 FRENCH III HONORS Grades 9, 10, 11, 12 1 credit

French III is available to those students who have successfully completed French II. You've got the tools, maintenant parlons francais! French III consists of a much more intensive study of the structure of the language. Selections of literature and cultural readings are pursued. French culture will come to life with slides, videos and music. The class is presented exclusively in French.

723 FRENCH IV HONORS Grades 10, 11, 12 1 credit

French IV is available to students who have successfully completed French III. Traversons la France! Students complete a paperback novel. Students are introduced to issues, the culture, history and traditions within France. They experience life in France through music, slides and videos. Advanced grammar is intensely pursued. One

day every three weeks is devoted to oral conversation on pre-determined subjects. The target language is used exclusively in the classroom.

724 FRENCH V & VI HONORS **Grades 10, 11, 12** **1 credit**

French V & VI is available to students who have successfully completed French IV. In its three-part structure, French V students continue the reading of selections of Nineteenth and Twentieth Century French and Francophone literature. Students complete a paperback novel. Secondly, students continue their study of current issues, culture and traditions of various provinces and Francephone countries. They travel throughout the francophone world via slides and videos. The study of advanced grammar is continued. One day every three weeks is devoted to oral conversation on pre-determined subjects. The target language is used exclusively in the classroom.

740 GERMAN I **Grades 9, 10, 11, 12** **1 credit**

Get your start in one of the world's great languages of economics, culture and fun. German I begins an in-depth study of German with major emphasis on basic conversational patterns, grammar patterns, and development of reading and writing skills, as found in the basic text.

741 GERMAN II **Grades 9, 10, 11, 12** **1 credit**

Now that you've gotten your start, why not adventure farther? German II further develops the beginning writing, reading and oral skills learned in German I. Pronunciation is improved. Reading progresses from dialogues to textbook related short stories. Aspects of living in large German cities are worked into both units and respective chapters. The basic structures of German are examined as the student begins to write and think in German. Most importantly, the amount of the target language used in class increases. A prerequisite of German II is successful completion of German I.

742 GERMAN III HONORS **Grades 9, 10, 11, 12** **1 credit**

A prerequisite is successful completion of German II. German III is an in-depth study of the culture and history of German speaking Europe. The language structure that the student learned in German II is reviewed with the aim of greatly expanding the student's oral and written command of German. The literature, which is read, consists of textbook related short stories and selected poems. Contemporary events in Germany are studied as they occur. The target language is used as much as possible.

743 GERMAN IV HONORS **Grades 10, 11, 12** **1 credit**

A prerequisite is successful completion of German III. German IV is designed to enhance the language competencies of the student. Writing techniques are expanded through essay construction. Daily conversation is conducted in German. Short stories, magazine articles, and short novels are read to develop comprehension. Austria is the German speaking country of primary focus in the program.

744 GERMAN V HONORS **Grades 10, 11, 12** **1 credit**

German V is available to students who have successfully completed German IV. The students will continue to develop their foreign language competencies in the areas of understanding, speaking, reading and writing.

Complex grammatical structures are analyzed and incorporated into “practical” usage. The target language is used primarily.

760 SPANISH I **Grades 9, 10, 11, 12** **1 credit**

Level I begins as an in-depth study of Spanish with major emphasis on basic conversational patterns, grammar patterns, and development of reading and writing skills. Spanish I is not recommended for native speakers of the language.

761 SPANISH II **Grades 9, 10, 11, 12** **1 credit**

Spanish II is available to students who have successfully completed Spanish I. Spanish II emphasizes expansion of vocabulary and a more intense study of grammatical structures. Also included are conversations based on real life situations and discussions of the Spanish and Hispanic cultures and contemporary issues through videos.

762 SPANISH III HONORS **Grades 9, 10, 11, 12** **1 credit**

Spanish III is available to those students who have successfully completed Spanish II. It is strongly recommended that students have attained an average of 80% or better to continue in Spanish III Honors.

Conversemos! Oral communication is stressed in Spanish III. Writing assignments and reading selections emphasize a wide range of vocabulary and usage of advanced grammatical concepts. Ample practice is given to promote oral and written proficiency. Spanish and Hispanic cultures are studied through music, videos, slide presentations, and readings. Spanish is used extensively in class.

763 SPANISH IV HONORS **Grades 10, 11, 12** **1 credit**

Spanish IV is available to all students who have successfully completed Spanish III Honors. Level IV is a more concentrated study of language patterns and involves using the target language in the classroom. Through authentic literature from the Hispanic speaking world students continue the development of reading, writing, and conversational skills while gaining a deeper understanding of the life and customs of the peoples of Central and South America. The students’ view of the Hispanic world is enriched through videos, music, and the visual arts.

764 SPANISH V & VI HONORS **Grades 10, 11, 12** **1 credit**

Spanish V & VI is available to all students who have successfully completed Spanish IV Honors. The target language is used exclusively in the classroom. Students study the civilization and culture of Spain from past to modern day. Through authentic Spanish prose, poetry, and drama students strengthen reading, writing, critical thinking, and conversational skills. Students study the works of major Spanish painters, musical selections, dance, and complete a paperback novel. Modern reading selections highlight current issues in contemporary Spain and enhance cross-cultural awareness.

HEALTH AND PHYSICAL EDUCATION

Health and physical education classes are offered in grades nine through twelve. Health course content at these grade levels includes knowledge concerning the structure and function of the body, the dangers of unsafe behavior (including, but not limited to smoking, alcohol, and other drugs), diseases (communicable, degenerative, and sexually transmitted), human sexuality and reproduction, obstructed airway techniques cardiopulmonary resuscitation, physical fitness and lifetime health care.

The physical education activities include tennis, soccer, football, aerobic fitness, basketball, badminton, racquetball, archery, floor hockey, track and field, swimming, aquatic games, wiffleball, volleyball, speedball, aerobic/creative dance, weight training and circuit training, lacrosse, golf, ultimate Frisbee, table tennis, and cageball, stick hockey, cooperative games, handball, physical best test and conditioning, pickle ball and buka ball. The primary focus is placed upon: Teaching and refining skills in individual and team activities, establishing rules through games, refining of swimming skills.

HEALTH/DRIVER EDUCATION

.2 credit

Health classes are offered in grades 9, 10 and 12. In 11th grade driver education section is taught. Satisfactory completion of these courses is a graduation requirement.

- ♦ Fitness evaluations

091 LIFEGUARD TRAINING Grades 9, 10, 11, 12,

.4 credit

PREREQUISITES: You must be 16 years old or older, and you must pass a pre- swimming test. This class

includes professional CPR, and First aid. The class will consist of a 90-minute block for 45 days. There will be a minimal cost for certification.

PHYSICAL EDUCATION PROCEDURES

Department Aim: The staff is dedicated to the total physical, social, emotional, and intellectual development of each individual with whom contact is made.

Uniform: Each student **will change** clothing for physical education classes. Athletic shorts, “warm-up” or “sweat-pants”, comfortable T-shirt or “sweatshirt”, socks and sneakers must be worn in class. Additionally, when using the swimming pool, appropriate swimming attire is required. Other types of suitable clothing that are appropriate for both activities, and for a co-educational school setting may be worn, pending teacher approval. For health and safety reasons, these clothes are not to be the clothing worn to school. Those students who are not appropriately attired may not participate in physical education class and hence will not receive credit for that day’s class activity. Each student is **strongly recommended to shower** after each activity class. In addition, students are required to remove **ALL JEWELRY** prior to participation in any physical education activity, and, at the teachers’ discretion, any other clothing type item that the teacher deems dangerous, disruptive, or otherwise inappropriate, may be prohibited.

Assessment and Grading of Students: It is important that students attend and participate in each scheduled physical education class in order to demonstrate required skills. Teachers assess students on class participation, attendance, and ability to demonstrate proper social skills in a team setting.

When a student misses testing in a class he/she will receive an incomplete for that day's class work provided the absence is excused. The student has until the end of the marking period to make up the class and to demonstrate skills missed during the excused absence. A student who desires to make up a class must go through the following process.

A student may make-up a PE class during study hall as long as it is done before the end of the marking period. A student may substitute any activity for a make-up class **with the exception of swimming**.

Procedure for Make-up Classes

1. Student reports to a physical education class instead of reporting to their assigned study hall.
2. Student must then report to the Physical Education teacher's office to fill out a form containing the following information: name of student, name of PE teacher conducting the make-up class and the period in which they are making up the class.
3. At the end of the day the make-up sheet will be delivered to the study hall monitors for verification of attendance.
4. Arrangements must be made for after school make-ups. Dates and times will be posted in the locker room facilities.

Medical Excuses - Parents should obtain **dated** written instructions on these restrictions before leaving the doctor's office. The student should present these instructions to the school nurse and teacher upon his/her return to school.

If a student has a pre-existing condition which will prevent him/her from participating in an activity (example - allergy to chlorine) a doctor's note must be presented to the school nurse and physical education teacher before the unit starts so the student may be reassigned to another activity. If the student is delinquent in producing this medical note as proof, and has not been participating in another activity, he/she will be expected to make up missed fitness and skill work in an alternate activity to obtain a grade for that quarter.

Adaptive Physical Education

This course is designed to modify and/or supplement the regular physical education courses by individualizing instruction based on a student's immediate needs concerning injury and rehabilitative processes, or a program of physical education that promotes a life long activity due to the nature of one's disability.

- A. At East Stroudsburg Area Senior High School – North, we have options such as a fitness center that features free weights including dumbbells of various weights, strength training devices, therapeutic balls and therapy bands/equipment, aerobic treadmills, bicycles and ergocycles, aerobic stepper machines, rowing machines and health riders. East Stroudsburg is fortunate to have a swimming pool that can be an excellent place to provide for students who need to be scheduled for physical activity that is less weight bearing. We will also have available the traditional areas of study activity that include gymnasiums and the outdoors. A few extra activities offered are bowling, gymnastics, power walking, cycling, parachute, mosston ball, bacquetball, cooperative games, scooters, etc.
- B. Students needs are of utmost concern and if we can deliver or continue a program that is beneficial to a student's health whether a temporary setback, or a more long term issue, we will be glad to help the student and physician care for our mutual goal of health maintenance and wellness.
- C. Students will be assessed through attendance, fitness evaluations, heart rate monitors, and kinetic skills, observed active engagement in lifetime individual activities, fitness and/or rehabilitative activities.

There are Adapted Physical Education Referral Forms to be used by physical education teachers, special education teachers and school nurse. They are to be filled out and returned prior to the start of activity.

1. Obtain forms from school nurse/adapted PE teacher.
2. Return to school nurse/adapted PE teacher.

Injuries: Anytime an injury occurs in class, it is the student's responsibility to report it as soon as possible to the teacher in charge.

Participation of Athletes in Physical Education Class: All athletes are required to change clothing for physical education classes. On the day of a varsity athletic competition, it is up to the discretion of the teacher to determine the level of involvement at which the student will participate.

DRIVER TRAINING

DRIVER TRAINING

Grade 11

.1 credit

Each student electing the driver-training course will be given the opportunity to practice the fundamentals taught in the classroom. The class meets for one semester.

The student will spend a minimum of six (6) hours behind the wheel. The following is a sample of driving skills to which each student will be exposed: pre-driving skills, tracking, backing, steering, signaling, turning movements, in-town driving skills, rural driving skills, and highway or interstate driving skills.

In addition to the above skills, emphasis is placed on proper eye movement patterns, driving under adverse conditions, proper decision-making skills, space judgment, off-road recovery, and general safe attitude concerning driving.

Students may receive their PA Junior Driver's License upon successful completion of the course.

FAMILY AND CONSUMER SCIENCE

The following Family and Consumer Science courses are electives:

660 LIFE SKILLS I

Grades 9, 10, 11

1 credit

Life Skills I is a one-credit course covering the following areas of Family and Consumer Science: life skills, nutrition, sandwiches, casseroles, meal planning, money management, clothing construction, desserts, salads, and careers. Grades are based on unit tests, homework, class participation, individual and group projects and individual projects in clothing construction. Teaching aids include worksheets, videos, computer programs and a textbook. This course serves as a background course for all Family and Consumer Science electives. The student must provide project materials.

661 LIFE SKILLS II

Grades 10, 11, 12

1 credit

Life Skills II is a one credit course which covers the following areas of Family and Consumer Science: small kitchen appliances, ground meats, pies, vegetables, careers, clothing construction and housing and home furnishing. Grades will be based on unit tests, quizzes, class participation and discussion, individual and group

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|------------|----------------------|--------------------------|-----------------|
| 664 | TODAY'S IMAGE | Grades 10, 11, 12 | 1 credit |
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| 667 | FOODS | Grades 10, 11, 12 | 1 credit |
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|------------|------------------|--------------------|-----------------|
| 665 | ON MY OWN | Grade11, 12 | 1 credit |
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| 668 | CHILD DEVELOPMENT I | Grades 10, 11, 12 | 1 credit |
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| 669 | CHILD DEVELOPMENT II | Grades 11, 12 | 1 credit |
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670 CHILD DEVELOPMENT III**QUALIFYING SENIORS ONLY****1 credit**

Child development III is a one credit course that gives the student the opportunity to use the skills and knowledge they gained in the childcare / Guidance workers career pathway in a professional childcare facility.

Students will work through the school - to - career coordinator to secure either an unpaid internship or paid Career Field Experience at a local daycare facility. A childcare professional will be assigned to the student to act as mentor and to direct daily work activities and monitor the students' progress. A training plan will be created using input from the employer, student, school- to- career coordinator and the child development teacher. The training plan will be used as a guide to reinforce skills already learned by the student and also to introduce new/different concepts to the student. **Please see the School- to- Career Coordinator for prerequisites and restrictions.**

671 INTERIOR DESIGN**Grades 10, 11, 12****1 credit**

Are you the crafty type and would you like to learn about interior design too? If this sounds intriguing, why not sign up for a course that will teach you about the basics of interior design and allow you to create some neat projects too. See how to make pretty wall decorations, stencil designs and pieced placemats or pillow to beautify your home or future home. Work on floor plans and furniture arrangement, color theory and fabric coordination and then create a dream home of your own design. So enter into the world of creativity and fulfill your dreams right now.

Project cost per student for the entire semester will be between \$15.00 and \$20.00.

675 SPORTS NUTRITION**Grades 11, 12****1 credit**

This one credit course will allow the student to study many nutrition concepts. After establishing a strong base of nutrition concepts, topics will include foods for better performance, facts and fallacies of performance enhancers, eating disorders, body composition, safe workout techniques and sport specific training. Food science concepts will enhance the students learning of sound nutrition concepts. Grades will be the result of labs, tests, reports, and projects.

Students who are planning to major in the health care field as well as the serious or weekend athlete will find the knowledge base interesting as well as beneficial to their needs.

676 CREATIVE CRAFTS**Grades 10, 11, 12****1 credit**

Does making things intrigue you because you enjoy working with your hands? This course teaches you how to sew, to do stitchery and quilting, to make pillows and holiday decorations. You may try stenciling on fabric or paper, painting or staining wooden projects, making stuffed projects, baskets, creating wall decor or any of the newest and hottest projects out there. No special talents are required, just enthusiasm and approximately \$20.00 to \$25.00 per student to cover costs.

MATHEMATICS SUGGESTED MATH SEQUENCE

| | College Prep | | |
|----------|-----------------------|----------------------------|--|
| Grade | Applied | Academic | Honors |
| Eighth | Pre-Algebra | Pre-Algebra | Algebra I Honors |
| Ninth | Applied Algebra A | Algebra I | Geometry Honors |
| Tenth | Applied Algebra B | Geometry | Algebra II Honors |
| Eleventh | Applied Geometry | Algebra II | Advanced Math |
| Twelfth | Essential Mathematics | Statistics Trigonometry | Advanced Placement Calculus, Honors Calculus I or AP Calculus II |

In mathematics:

- ◆ All students will demonstrate problem-solving skills.
- ◆ All students will demonstrate the ability to communicate.
- ◆ All students will utilize technology.
- ◆ All students will appraise career opportunities.

All mathematics courses will encourage students to reason mathematically, to communicate mathematical ideas and concepts, to become creative problem solvers, and to connect mathematics to every day life and various other disciplines.

Throughout all of the mathematics courses, students will use technology to further their understanding of mathematics. Calculators: standard four function, scientific, and graphing, will be used when appropriate. Computers will be used to practice skills and explore mathematical concepts. Courses include instruction on the proper use of technology.

The mathematics department recommends any student who is planning post high school course work take four years of high school mathematics.

HONORS MATHEMATICS

In planning mathematics course sequencing, Algebra I must precede geometry. Geometry usually precedes Algebra II, but that may be reversed if necessary.

430 HONORS ALGEBRA I

Grade 9

1 credit

Honors Algebra I is designed for those students who have successfully completed Pre-Algebra with an 85% or higher and be recommended by their teacher. Students taking this course should: have the desire and will to complete four years of study in the academic mathematics curriculum. Topics to be studied are properties and basic operations of the real number system, open sentences with one and two variables, polynomials and rational expressions, factoring, functions and their graphs, irrational numbers and the quadratic equation, and systems of equations in three variables.

435 HONORS GEOMETRY**Grades 9, 10****1 credit**

This course is designed for those students who have successfully completed Honors Algebra I with an 85% or higher or those who achieve a grade of 95% or better in an academic section of Algebra I. Topics studied are: basic elements of geometry; inductive and deductive reasoning; formal proof; angles, perpendiculars and parallels; congruency and similarity; basic trigonometric functions; circles; constructions and loci; and areas and volumes. Theory and understanding of abstract concepts will be stressed.

440 HONORS ALGEBRA II**Grades 9, 10, 11****1 credit**

This honors course is for students who have successfully completed Honors Geometry or Honors Algebra I with an 85% or higher. Topics studied in depth are: linear functions and relations, system, of linear equations and inequalities, graphs in space, determinants, polynomials and rational expressions, sequences and series, radicals, complex numbers, quadratic relations and systems, trigonometry, and problem solving techniques.

450 ADVANCED MATHEMATICS-HONORS**Grades 10, 11, 12****1 credit**

Advanced Mathematics is a one-credit honors course for the student who has completed Algebra I, Algebra II, and geometry. Persons taking this course should have an 85% or above in Honors Algebra II or 95% or above in Academic Algebra II and be planning to major in mathematics or science in college. Topics to be studied are: trigonometric functions and applications, logarithms, exponents, complex numbers, higher degree equations, inequalities, analytic geometry and an introduction to polynomial calculus. Students are expected to complete daily written work and prepare for periodic exams. Students will use graphing calculators extensively.

451 AP CALCULUS-HONORS**Grades 11, 12****1 credit**

AP calculus is a one credit advanced placement elective course, which is equivalent to a full academic year of work in calculus and related topics, comparable to courses in colleges and universities. AP Calculus is available for students who have **excelled** in Honors Advanced Mathematics (85% or higher). Students must have a thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, and analytic geometry. Students will be encouraged to take the Advanced Placement Calculus examination offered by Educational Testing Service (ETS) of the College Board. The topics included in this course are determined annually by the College Board. Conceptual understanding of the essential concepts of calculus is emphasized in theory and practice. Professional mathematics organizations have strongly endorsed the use of graphing calculators in mathematics instruction and consequently these calculators are also used throughout the course, and required for a portion of the AP exam. Due to the rigorous nature of this course, students who are considering taking AP Calculus should seek the advice of their current mathematics teacher.

452 HONORS CALCULUS I**Grades 11, 12****1 credit**

This course is a one credit elective course for students who have successfully completed Honors Advanced Mathematics with a 75% or higher. Honors calculus topics include: a review of advanced math concepts, derivatives and integrals of algebraic and transcendental functions, and the applications of differentiation and integration. Use of the graphing calculator and computer will enhance understanding of the concepts of calculus. The course will provide a solid foundation for a college calculus course.

453 AP CALCULUS II (Honors)
credit

Grades 11, 12

1

Prerequisites: Students taking Calculus II must have successfully completed AP Calculus, Honors Calculus or with permission of the teacher.

Calculus II will be a natural transition from the student's previous calculus class. Topics will include: Inverse trigonometric functions, hyperbolic functions, integration by parts, trigonometric substitution, partial fractions, integral tables, approximating definite integrals, Taylor's Theorem, L'Hospital's Rule, improper integrals, sequences series, power series, Taylor series, parametric curves, arc length, surface area and polar coordinates. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of these courses. Students may elect to take the AP Calculus BC exam, during the class.

454 COMPUTER METHODS AND PROGRAMMING (Honors) **Grades 11, 12**

1 credit

This is a full credit honors course for the student who has successfully completed Honors Algebra II with an 85% or better and who wants to prepare to work in computer science. Topics covered will include the PASCAL language, sequential and random access files, searches, sorts, looping, input and output techniques, base 2 and base 16 number systems, introduction to machine language, and introduction to assembler language.

ACADEMIC MATHEMATICS

The mathematics department strongly recommends all students, as a minimum, study mathematics through Algebra I. Students should be aware, regardless of the field of study, post high school education requires mathematics course work. In planning the sequence of mathematics courses, Algebra I **must** precede geometry. Geometry usually precedes Algebra II, but that may be reversed if necessary.

431 ALGEBRA I

Grades 9, 10, 11, 12

1 credit

Algebra I is a course designed for students who have successfully completed Pre-Algebra with a 75% or higher. Topics to be studied are symbols and sets, variables and open sentences, solving equations, inequalities and word problems, integers, the real numbers, functions and variables, quadratic equations and inequalities, graphing, and solving systems of equations in two variables. Through the course, problem solving, mathematical reasoning, communicating mathematics and connecting mathematics to the real world are stressed. And, where appropriate, the course also includes the use of calculators and the computer. The graphing calculator will be introduced as a means of investigation linear equations in two variables.

436 GEOMETRY

Grades 9, 10, 11, 12

1 credit

In order to enroll in the course, a student must have successfully completed Algebra I or Algebra II with a 75% or higher. Topics studied are: basic elements of geometry; inductive and deductive reasoning; formal proof; angles; perpendiculars and parallels; congruency and similarity; basic trigonometric functions; circles; and areas and volumes.

441 ALGEBRA II**Grades 9, 10, 11, 12****1 credit**

This is the third subject in the sequence of the academic mathematics program. It is expected that a student previously has passed Algebra I and geometry with a 75% or higher. Topics studied are: linear and quadratic equations and inequalities, functions and relations, systems of linear open sentences, polynomials and factoring, radicals, complex numbers, and trigonometry, and problem solving techniques.

455 TRIGONOMETRY**Grades 11, 12****1 credit**

This semester course is for the student who has completed Algebra I, Algebra II and geometry with a 75% or higher. Persons taking this course should have enjoyed mathematics previously and possibly be planning a career related to mathematics. Topics to be covered include a review of basic algebra, trigonometry and application of logarithmic and exponential functions. It is the aim of this course to help students prepare for basic college mathematics requirements or technical schoolwork in related areas. Students are expected to complete daily written work and prepare for periodic exams. Students are reminded that some colleges require at least one-half year of study of trigonometry as a condition for acceptance.

456 STATISTICS**Grades 11, 12****1 credit**

Discover! Learn to interpret the abundance of poll results, surveys, and averages that are thrown at you everyday! In this one semester course students can learn to understand and solve problems dealing with various survey results. The methods will be taught, but the computer will be used to do the time consuming calculations in a fraction of a second. This statistics course will especially benefit the student who is interested in business, applied sciences or mathematics as a career. Completion of Algebra II with a 75% or higher is needed for this introductory course into the exciting field of statistics.

457 WEB PAGE DESIGN**Grades 11, 12****1 credit**

Prerequisites: Students must have an Internet account with the district prior to the start of the class

Would you like to learn more about the Internet? Would you like to create your own web site? Then this course is for you. Students will learn to use web browsers and search engines. They will learn about online experts and other Internet resources. Students will get involved with online projects and use the Internet to solve real-world problems. Web Sites will be created using HTML and HTML editors. Various forms of media and design will be included in the web sites.

465 COMPUTER LITERACY AND USAGE**Grades 9, 10, 11, 12****1 credit**

Computer Literacy and Usage is an elective course for those students who would like to learn more about computers. Persons taking this course will be given an overview of the history of computing. The design and structure of systems will be studied, allowing students to feel more comfortable when discussing the use or purchase of a system. E-mail, Internet, World Wide Web and similar topics will be discussed. Simple programming in Hyper Card will allow a feel for the complexity of the programming necessary for the packages we purchase. Word processing, data bases and spreadsheets are included in the topics covered.

467 S.A.T. PREP FOR MATH**Grades 10, 11****.5 credit**

S.A.T. Prep for Math is a 45-minute, one semester, half credit course for those students planning to take the S.A.T.'s (for the first time or to repeat the test) and wanting to prepare and achieve the best possible score on the mathematics portion of the test. Students should take this course in addition to, not instead of, the traditional courses for college prep students (Algebra I, geometry, Algebra II, advanced math or trig, and calculus.) The

course will include test-taking strategies, calculator use for the new versions of the test, sample tests with analysis of items missed, and use of computer software designed to improve S.A.T. scores. This course will include written assignments in addition to work done in class. Students enrolling in this class should have successfully **completed Algebra I and geometry** with a 75% or higher and be planning to attend a four year college.

471 MULTIMEDIA **Grades 11, 12** **1 credit**

Prerequisites: Students must have an Internet account with the district prior to the start of the class

Would you like to explore the world of multimedia? Then this course is for you. Students will create interesting and exciting presentations using various forms of media. Graphics, sounds, movie clips, digital images, and animations will be imported into the presentations. Students will use the Internet, scanners, digital cameras, and video cameras while making their projects. Links to the Internet and CD ROMs will also be created. Other topics covered include QuickTime VR and computer-based video editing.

APPLIED MATHEMATICS

These classes make up a track designed for those students going into a skilled career that does not necessarily require a four-year baccalaureate degree. Students choosing these courses might be planning to attend a community college for an associate's degree, or working in a variety of fields. The topics studied in these courses will prepare students to apply math to "real life" situations and careers, especially those using increasing amounts of technology.

475 APPLIED ALGEBRA A **Grades 9, 10, 11** **1 credit**

Students will learn a hands-on approach to algebra that will prepare them for technical careers. Topics covered include: decimals, problem solving, data, and integers, solving equations, ratio, proportion, percent, graphing and intro to geometry.

476 APPLIED ALGEBRA B **Grades 9, 10, 11, 12** **1 credit**

Students taking this course must have successfully completed Applied Algebra A. Topics covered include: statistics and probability, systems of equations, inequalities, polynomials and factors, functions and right triangles.

477 APPLIED GEOMETRY **Grades 10, 11, 12** **1 credit**

Students taking this course must have successfully completed Applied Algebra A and Applied Algebra B or Algebra I. This technical approach to geometry covers: lines, angles, measurement constructions, triangles, polygons, circles, area, surface area, volume and transformations.

478 ESSENTIAL MATHEMATICS **Grades 11, 12** **1 credit**

Students taking this course must have successfully completed Applied Algebra A and B or Algebra I. Students will develop problem solving strategies that are used on standardized test, such as the PSSA and SAT test, and in the real world. Strategies including matrix logic, Venn diagrams, Systematic lists, and many others will be studied.

VOCAL MUSIC

The following music courses are electives:

845 PIANO CLASS **Grades 9, 10, 11, 12** **.5 credit**

Piano Class is open to all students. Prior musical experience is helpful, but not necessarily required. This class will offer any student the opportunity to study and play the piano at beginning, intermediate or advanced levels. Performance-based assessment will be made on an individual basis. Students will have the option to take piano class either semester, or both. Each piano class successfully completed will be worth .5 credits. It is possible to take piano class and jazz lab in the same block. This course is a **“must”** for anyone who does not study private piano, but is considering a musical career.

850 MUSIC FUNDAMENTALS I **Grades 9, 10, 11, 12** **1 credit**

One half of this course time will be spent on ear training activities, namely sight singing, intervals and dictation. The primary goal is to learn to sight-read music. The other half of this course will concentrate on written theory, covering melody, harmonic structure and rhythm, mostly within the framework of traditional, classical four-part vocal writing. This course is a **“must”** for any student who is considering a career in music. It is also recommended for any interested and motivated students who want to improve their basic musicianship. Music Fundamentals students do receive a considerable amount of homework assignments. (This course may be extremely challenging to a student who has little or no prior experience such as band, choir, or piano.) This course is only offered first semester.

851 MUSIC FUNDAMENTALS II **Grades 9, 10, 11, 12** **1 credit**

This course is available only to those students who have successfully completed Music Fundamentals I. It offers the same course content as Music Fundamentals I, but at a more advanced level. It is useful for those interested in furthering their basic musicianship and composition and arranging skills. Highly recommended for any student who is considering a career in music. This course is only offered second semester.

852 MUSIC TECHNOLOGY AND THEORY **Grades 10, 11, 12** **1 credit**

This course is available only to those students who have successfully completed Music Fundamentals I and II, and is highly recommended for any student who is considering a career in music. It is a continuation of the study of music, focusing primarily on aspects of music technology. The computer notation program “Finale” is studied and used in depth. Sequencing and computer assisted ear training programs are utilized as well. This course is only offered second semester. (This course fulfills the technology requirement needed for graduation.)+

840 CONCERT CHOIR **Grades 9, 10, 11, 12** **1 credit**

Concert Choir membership is open to all students. Prior choral experience is helpful, but not necessarily required. A broad range of music will be studied, rehearsed and performed. This large ensemble chorus will perform throughout the course of the school year and attendance at performances is required as a part of membership. Membership in the Concert Choir is also necessary for auditions and participation in the Choraliers show choir, the select Chorale and District Chorus. Auditions will be held in the spring of the previous school year to determine voice parts. No student will be accepted without an audition. **This is a full year course.**

841 CONCERT CHOIR - HONORS**Grades 9, 10, 11, 12****1 credit**

Concert Choir for honors credit is open to any member of the senior high school choir. Students must pass a proficiency audition in the spring of the previous year. In addition to meeting all regular Concert Choir course requirements, students will be required to perform in a jury/recital setting twice per school year, once near the end of each semester. Musical selections to be performed must be serious in nature, and must represent the student's current level of ability. The instructor and student will meet at the beginning of each semester to discuss musical selections to be performed, which are to consist of 15-20 minutes total performance time (per semester). The honors portion of the grade during the first and third marking periods will be based on progress toward the jury performance, whereas grading for the second and fourth marking periods will be based primarily on the jury performance itself. Applied study with a private voice teacher is highly recommended for students enrolled in this course. Concert Choir Honors meets at the same time as Concert Choir.

INSTRUMENTAL MUSIC**830 SENIOR BAND****Grades 9, 10, 11, 12****1 credit**

Senior band is open to all students who play a band instrument. Students are expected to have reached at least an intermediate level of performance on a band instrument and must possess a minimum music reading skills commensurate with the level of music studied in ensemble settings. All students who enroll will be required to take a placement audition for placement in either the Symphonic Wind Ensemble or the Concert Band. Placement auditions will be held in the spring of the previous year. Students enrolled in senior band do so with the understanding that a portion of the grade for the course is derived from participation in performances and rehearsals, which take place outside of the school day. Students are also expected to make a positive contribution to rehearsals and attend regular lessons scheduled during the school day. In addition to playing techniques and musical rudiments, the course covers a vast range of styles and genres, such as Broadway transcriptions to the more serious and advanced music representing the core of the wind band literature. Members of the senior band are also eligible for various enrichment opportunities such as chamber ensembles, solo festivals, and auditioning for district, all state, and national honor bands. This is a full year course.

831 SENIOR BAND - HONORS**Grades 9, 10, 11, 12****1 credit**

Senior band honors is open to any member of the high school band. This course option is designed for the advanced instrumentalist desiring a more intense program of study. The grade for this course is weighted when figured into class rank, therefore the honors credit should be opted for in lieu of auditing. Students must take a proficiency audition prior to enrolling for honors credit. In addition to meeting all regular senior band course requirements, students will be required to prepare and perform two jury recitals, once at the end of each semester. The jury recital will consist of a 15-20 minute performance of solo literature. The music must be serious in nature and representative of the student's ability level. The honors portion of the grade during the first and third marking periods is based on progress toward the jury, whereas the grade in the second and fourth marking periods is based on the jury performance. Applied study with a private teacher on the student's instrument is highly recommended for any student enrolled in this course.

832 COLOR GUARD**Grades 9, 10, 11, 12****.25 credit**

This class is open to all students. Non-senior band students who wish to participate in the Marching Band will earn (.25) credit. Membership in the Color Guard is determined through auditions held in the spring of the previous school year. Students receive one-quarter credit for successful participation in the Marching Band.

835 JAZZ ENSEMBLE/JAZZ LAB**Grades 9, 10, 11, 12****.5 credit**

The basis of this course is the study of American jazz music through performance and analysis. The emphasis will be upon developing ensemble, jazz theory and basic improvisational skills. Classes will be structured around a rehearsal situation but will also include listening and theory practice. Students enroll for this course with the understanding that a portion of the grade is derived from successful participation in performances, which take place outside of the school day. This one semester course is open to all members of the high school band program.

836 JAZZ ENSEMBLE/JAZZ LAB - HONORS**Grades 9, 10, 11, 12****.5 credit**

Jazz Lab/Jazz Ensemble for honors credit is open to any member of the Jazz Ensemble. Students must pass a proficiency audition at the beginning of the school year. In addition to meeting all regular Jazz Ensemble/Jazz Lab course requirements, students will be required to perform in a jury recital setting at the end of the semester. Music to be performed will consist of standard jazz tunes, improvised solos, and transcribed solos representing the student's current ability level. A portion of the jury may consist of projects such as analysis and/or original compositions and arrangements. The instructor and student will meet at the beginning of the class to discuss the content of the music to be performed, which must consist of 15-20 minutes total performance time. The honor's portion of the grade during the first half of the marking period will be based on progress toward the jury performance, whereas grading for the second half of the course will be based primarily on the jury performance itself.

837 CONDUCTING AND ANALYSIS**Grades 9, 10, 11, 12****.5 credit**

This class is open to any band or choral student who has prior experience at the high school or intermediate school level in a large performing ensemble. The class will cover the art of conducting through study of basic conducting patterns and gestures, as well as detailed analytical studies of band, choral, and orchestral scores and recordings. Students will also focus on higher-level musical concepts, such as transposition and arranging, which will apply towards individual and ensemble musicianship. Students will also have the opportunity to conduct a varied array of musical ensembles. Please note: prerequisites to the class include either band or chorus, and due to the higher musical demands of the class, it is recommended that students either have applied study on their instrument outside of school, or have taken Musical Fundamentals I.

SCIENCE

SUGGESTED SCIENCE SEQUENCE

| Science | Applied | College Prep I | College Prep II | Honors |
|----------|---------------------------------|--------------------------|--------------------------|------------------------|
| Sequence | Non college or Technical School | Undecided Major | Major in Liberal Arts | 4 year college |
| Ninth | General Science | Academic General Science | Academic General Science | Honors General Science |
| Tenth | Biology | * Academic Biology | * Academic Biology I | * Honors Biology I |

| | | | | |
|----------|--------------------------|------------------------------------|---|--|
| Eleventh | Environmental Science I | * Academic Environmental Science I | * Academic Chemistry | * Honors Chemistry I |
| Twelfth | Environmental Science II | * Academic Chemistry | * Academic Physics * Academic Biology II | * Honors Physics * Honors Chemistry II * Honors Biology II |

* indicates a laboratory science - for a 4 year college acceptance

330 HONORS GENERAL SCIENCE Grade 9 1 credit

The general science honors course follows the same basic format as general science. The honors section(s) have a greater emphasis on the mathematical concepts. The level of instruction is designed for AP Geometry students and those students concurrently enrolled in "Honors" level Algebra I. Students are required to complete a project showing mastery of the scientific method and a second semester paper or video presentation.

331 ACADEMIC GENERAL SCIENCE Grade 9 1 credit

Academic general science's purpose is to provide students with a beginning knowledge of the physical sciences and to offer some insight into the means by which scientific knowledge is acquired. The course is designed to serve as a solid formation both for those students taking later courses in biology, environmental and science courses at the vocational-technology school. To this end the student will take a broad survey of the entire field. These topics range from properties of matter, chemical reactions, nuclear chemistry, force and power, sound and optics. Through experimentation, guided reasoning and the inquiry approach, the student will attain the proper understanding of the course. General science is a performance-based course.

332 GENERAL SCIENCE Grade 9 1 credit

This course is designed to provide a solid foundation to continue studies in biology, environmental science and science courses at the vocational-technology school. The emphasis of this course is on the practical applications of the physics and chemistry. The study will include the basic concepts of physics and chemistry as they relate to an understanding of everyday living. This is an activity-centered course of study.

340 HONORS BIOLOGY I Grades 10, 11, 12 1 credit

Honors biology is a formal college preparatory biology course. For many, this study will lead to a professional career; for others it will offer a broad background on which to build other skills in science and technological application. Exercises in experimentation and critical thinking should prepare a student for any of the many questions he/she will have to ask about the world in which he/she lives. The concepts stressed are the evolution of the cell, reproduction and genetics and a system-oriented presentation of organism energy utilization and control.

341 ACADEMIC BIOLOGY I Grades 10, 11, 12 1 credit

Academic biology is a college preparatory course designed for the student who may wish to continue studies other than in the areas of science. The basic concept of the course is to get the student to become acquainted with the living world in such a way that he/she may better understand his/her relationship with other living things. The approach of this course is designed to give the student a good biological background, which can be used as a base for further science study. The approach of this course emphasizes the fundamental unity in the diversity of life forms. The text focuses on major life processes. In so doing, each processes discussed using a variety of examples

from all five kingdoms. This course is designed to give the student a good biological background, which can be used as a base for further science study.

342 BIOLOGY **Grades 10, 11, 12** **1 credit**

Tenth grade biology is a biology course designed to meet graduation requirements for the student who is in need of additional reading support. The study will encompass the basic concepts of life as they relate to the understanding of everyday living. This is an activity-centered course of study.

345 HONORS BIOLOGY II **Grades 11, 12** **1 credit**

Honors Biology II addresses the most rapidly growing areas of biological research. Critical analysis of issues in species diversity, genetic continuity, homeostasis, and interrelationships will be the focus of this course. This study highlights molecular biology and the future use of technology within the field. Structure and function of plant and animal development will be explored with an emphasis on the systems approach. Students will be offered opportunities to make intelligent and informed decisions about current biological issues that will affect their lives and the lives of all living organisms on earth. Informative debates, written essays, bioethical critiques and a semester term paper will be required.

346 ACADEMIC BIOLOGY II **Grades 11, 12** **1 credit**

Academic Biology II is a college preparatory course designed for the student who wishes to continue studies in areas of science. The basic concept of this course is to give the student a more in depth understanding of the origins of life as well as the diversity of life forms. This will further the student's understanding of his/her relationship with other living things. The approach of this course is to focus on the diversity of life in all of its forms. The focus of the text is the evolution of simple microorganisms to complex vertebrates. The course is designed to prepare the student for college courses in the Biological Sciences.

350 HONORS CHEMISTRY I **Grades 11, 12** **1 credit**

This course provides preparation for college bound students who intend to pursue a major in the sciences, medicine, engineering, mathematics, etc. A good proficiency in Honors Algebra I, Honors Geometry, and Honors Algebra II are necessary. A student with a grade below 80% in any one of these courses should choose Academic Chemistry rather than Honors Chemistry I.

351 ACADEMIC CHEMISTRY **Grades 11, 12** **1 credit**

Academic Chemistry is a course for college bound students who are planning to study liberal arts. It is a laboratory science, which requires a good deal of mathematical calculations. Students who enroll in Academic Chemistry should have successfully completed Algebra I and Geometry with a 75% or better. The students should also be enrolled in or have already completed Algebra II. **Academic Chemistry is recommended for students who are in the top 50% of their class.** A good indicator of success in Academic Chemistry is an 80% or better in Academic General Science. It is not recommended for students who are not in the Academic Track.

352 HONORS CHEMISTRY II **Grade 12** **1 credit**

This honors course is a continuation of Honors Chemistry I. Students choosing to pursue a college major in the science, engineering, medicine, etc. should enroll in Honors Chemistry II. This course, in conjunction with honors

chemistry I, will provide a solid chemistry foundation for future science study. Topics of study will include solution chemistry, chemical kinetics, chemical equilibrium, acid/base theory, electrochemistry, organic chemistry, and nuclear science. Prerequisites: Honors Chemistry I and Advanced Math.

355 ENVIRONMENTAL SCIENCE I Grades 11, 12 1 credit

This science course is designed to meet the third year science requirement for students who need additional reading support. This activity-centered course is a study of the relationships between living things and their environment. The major focus of this course is the impact of human activities, such as waste disposal and the production of electricity, on water quality. Students will study an aquatic ecosystem - either the Sambo or Brodhead Creek. Students will also study water as an essential resource for humans.

356 ENVIRONMENTAL SCIENCE II Grades 11, 12 1 credit

This science course is designed to meet the fourth year science requirement for students who need additional reading support. The focus of Environmental Science II is the study of animal ecology, human ecology, the earth's atmosphere, and the science of soils. This course will broaden the student's concept of their environment, their place in it and their influence on it.

357 ACADEMIC ENVIRONMENTAL SCIENCE Grades 11, 12 1 credit

This course encompasses a variety of environmental concepts and issues designed to increase the student's awareness of their environment, their place in it and their influence upon it. Topics to be covered include general ecology, chemical and physical factors that determine water quality, forestry, soil science, private and municipal sewage treatment and individual and public water supplies. Throughout this course students will participate in activities that relate directly to land use and management in Pennsylvania.

360 HONORS PHYSICS Grades 11, 12 1 credit

This course is designed for college preparatory students who are planning a science major in college. The course requires a proficiency in Honors Algebra I, Algebra II, Trigonometry, and chemistry. **A student with a grade below 80% in any of these subjects should choose Academic Physics.** Topics include; motion in 1 and 2 dimensions, Newton's Laws of motion, Circular Motion, Electrical Forces, Magnetism, and Nuclear Physics.

361 ACADEMIC PHYSICS Grades 11, 12 1 credit

This is a course designed for college preparatory students who are planning a liberal arts degree. The course requires a proficiency in Academic Algebra I and II, and Chemistry. Topics include; Linear and Non-Linear Motion, Newton's Laws of Motion, Momentum, Gravity, Electricity and Magnetism, and Nuclear Physics.

369 HONORS ANATOMY AND PHYSIOLOGY Grade 12 1 credit

Prerequisites for this course are biology and chemistry and current enrollment or credit in physics. This course is designed for college preparatory students who will be taking courses in biology and/or biology-related fields. Students will study the chemical and physical phenomena which are the counter balancing forces responsible for maintaining normal health. Pathological conditions that occur when these forces are disrupted will also be examined. The course includes laboratory work of various types: microscopic and dissection.

SOCIAL STUDIES SUGGESTED SOCIAL STUDIES SEQUENCE

| Grade | | College Prep | |
|----------|----------------------------------|--|--|
| | | Academic Track | Honors Track |
| Ninth | World Cultures I | Academic World Cultures I | Honors World Cultures I |
| Tenth | World Cultures II/U.S. History I | Academic World Cultures II/ U.S. History II | Honors World Cultures II/ U.S. History II |
| Eleventh | U.S. History III | Academic U.S. History III | Honors U.S. History III or Advanced Placement U.S. History |
| Twelfth | Electives | Electives | Electives |

For graduation, all students are required to take and pass three full years of required social studies courses; ninth grade World Cultures I, tenth grade World Cultures II/United States History II and eleventh grade U.S. History III. All three courses are offered on three academic levels with Advanced Placement United States History a fourth option in grade eleven. All electives are recommended to juniors and seniors. All courses are taught for 90 minutes per day for 90 days.

230 HONORS WORLD CULTURES I Grade 9 1 credit

Honors World Cultures I, a study of the Afro-Asian world, is divided into two components. The first component will concentrate on the Middle East including North Africa and Sub-Sahara Africa. The other component will be devoted to China and Japan.

Within each region of study the students will be presented with a variety of topics including geography, history, cultural traits and patterns, and current problems and current promises of the regions people, as well as, their role as a member of our global community. Students in the honors course will investigate each area more intensively and will be expected to do independent work.

Honors World Cultures I is intended for the college bound student who wishes to pursue a rigorous investigation of the Afro-Asian world. Students who register for Honors World Cultures must have above average grade level scores on CTBS, PSSA test in social studies, and reading and related areas. They need the approval of their previous social studies teacher and an average of 85% or better in that class. Parental approval is also required.

231 ACADEMIC WORLD CULTURES I Grade 9 1 credit

Academic World Cultures I, a study of the Afro-Asian world is divided into two components. The first component will concentrate on the Middle East including North Africa and Sub-Sahara Africa. The other component will be devoted to China and Japan.

Within each region of study the students will be presented with a variety of topics including geography, history, cultural traits and patterns, and current problems and current promises of the regions' people, as well as, their role as a member of our global community.

Academic World Cultures I is intended for the college bound student who does not meet the criteria for Honors World Cultures. Students are strongly urged to seek the advice of their current social studies teacher about appropriate placement.

232 WORLD CULTURES I

Grade 9

1 credit

World Cultures I, a study of the Afro-Asian world, is divided into two components. The first component will concentrate on the Middle East including North Africa and Sub-Sahara Africa. The other component will be devoted to China and Japan.

Within each region of study the students will be presented with a variety of topics including geography, history, cultural traits and patterns, and current problems and current promises of the regions' people, as well as, their role as a member of our global community.

World Cultures I is intended for the student who may not be college bound or unable to complete the requirements of Academic World Cultures. Students are strongly urged to seek the advice of their current social studies teacher about appropriate placement.

240 HONORS WORLD CULTURES II/US HISTORY II Grade 10

1 credit

Honors World Cultures II/US History II is divided into two components, a study of Eastern and Western Europe – United States History, from the Revolutionary War to Reconstruction

Honors World Cultures II will present a comprehensive view of the development of Russia and the Soviet Union and its effect on European and American relations and cultures. It will also provide an overview of European history, culture and geography. Students will be faced with a variety of topics including revolution, nationalism, ethnicity, economics and the ongoing changes in that region of the world.

Honors World Cultures II/US History II is intended for the college bound student who wishes to pursue a rigorous investigation of the European and American history and culture. Students who register for Honors World Cultures must have above average grade level scores on CTBS, PSSA test in social studies, reading and related areas. They need the approval of their previous social studies teacher and an average of 85% or better in that class. Parental approval is also required.

Students in the honors class will undertake a more in-depth approach working individually and using inquiry techniques. A research paper will be required. Emphasis will be placed on an analysis of world problems and problem solving exercises.

241 ACADEMIC WORLD CULTURES II/US HISTORY II Grade 10

1 credit

Academic World Cultures II/US History II is divided into two components, a study of Eastern and Western Europe - United States History, from the Revolutionary War to Reconstruction.

Academic World Cultures II will present a comprehensive view of the development of Russia and the Soviet Union and its effect on European and American relations and cultures. It will also provide an overview of European history, culture and geography. Students will be faced with a variety of topics including revolution, nationalism, ethnicity, economics and the ongoing changes in that region of the world.

Academic World Cultures II/US History II is intended for the college bound student who does not meet the criteria for Honors World Cultures. Students are strongly urged to seek the advice of their current social studies teacher about appropriate placement.

242 WORLD CULTURES II/US HISTORY II Grade 10 1 credit

World Cultures II/US History II is divided into two components, a study of Eastern and Western Europe and United States history, from the Revolutionary War to Reconstruction.

World Cultures II/US History II will present a comprehensive view of the development of Russia and the Soviet Union and its effect on European and American relations and cultures. It will also provide an overview of European history, culture and geography. Students will be faced with a variety of topics including revolution, nationalism, ethnicity, economics and the ongoing changes in that region of the world.

World Cultures II/US History II is intended for the student who may not be college bound or unable to complete the requirements of Academic World Cultures II/US History II. Students are strongly urged to seek the advice of their current social studies teacher about appropriate placement.

250 ADVANCED PLACEMENT UNITED STATES HISTORY (Honors) Grade 11 1 credit

Advanced Placement United States History will satisfy graduation requirements for US History. Many colleges and universities give credits to students who achieve high scores on the Advanced Placement US History exam given in May by the College Board. Students who take this course are encouraged but not required to take the exam. There are significant differences between Advanced Placement US History and other US History courses offered. Advanced Placement is designed to give the college bound students the experience of a college level course. The volume of material covered is much greater; the goals are to cover from the fifteenth century discovery through the 1980's. The students will be required to do reading and writing assignments outside the classroom. **Students who are considering taking this course are required to be approved by their current social studies teacher, have an average above 87% and participate in a summer reading program.**

251 HONORS UNITED STATES HISTORY III Grade 11 1 credit

United States History III Honors is a survey course of 20th century United States History designed for the college bound student as an alternative to Advanced Placement United States History. Students who register for Honors United States History must have above average grade level scores on the CTBS and PSSA test in social studies, reading and related areas. They need the approval of their previous social studies teacher and an average of 85% or better in that class. Parental approval is also required.

The political, social, economic and geographic factors that led to the emergence of the United States as a world power and the ongoing role of the U.S. in the world today will be explored. Students will also examine issues that arise in a culturally diverse society and how the country has responded to those challenges. Students will cover less material than the AP course but will be able to examine the role of the U.S. in the 20th century in much greater depth. Students who do not plan on taking the AP test are encouraged to enroll in the U.S. History III Honors.

252 ACADEMIC UNITED STATES HISTORY III Grade 11 1 credit

Academic United States History III is a survey course of 20th century United States History designed for the college bound student who does not meet the criteria for honors or AP United States History. Students who

register for Honors United States History must have average grade level scores on CTBS and PSSA test in social studies, reading and related areas. They need the approval of their previous social studies teacher. Parental approval is also required.

The political, social, economic and geographic factors that led to the emergence of the United States as a world power and the ongoing role of the U.S. in the world today will be explored. Students will also examine issues that arise in a culturally diverse society and how the country has responded to those challenges.

253 UNITED STATES HISTORY III Grade 11 1 credit

United States History III is a survey course of 20th century United States History designed for the student who may not be college bound or does not meet the criteria for Academic United States History. The political, social, economic and geographic factors that led to the emergence of the United States as a world power and the ongoing role of the U.S. in the world today will be explored. Students will also examine issues that arise in a culturally diverse society and how the country has responded to those challenges.

**255 ADVANCED PLACEMENT US AND COMPARATIVE GOVERNMENT AND POLITICS
(Honors) Grades 11, 12 1 credit**

Advanced Placement US and Comparative Government and Politics will be broken into 2 distinct parts.

The 1st half of the course will examine the constitutional foundation of the government, political beliefs and behaviors, political parties, interest groups, institutions and policy processed, and civil liberties within the United States.

The 2nd half of the course will provide students with the opportunity to compare the American system of government to the governments of Great Britain, France, China, Russia and either Nigeria, India or Mexico. The course will examine the political development, political processes and institutions, and public policy of the selected countries.

The course is intended to provide the students with a college level experience. The student will be expected to do significant work outside the classroom. A student who signs up for the course should provide evidence of success in honors level social studies classes or the recommendation of a social studies teacher.

There are 2 different A.P. Exams offered in May of the school year. Students may receive college credit if they earn an appropriate score on the exam. Students are encouraged but not required to take the exam.

262 POLITICAL SCIENCE AND THE ECONOMY Grades 11, 12 1 credit

Political Science and the Economy is an elective course open to juniors and seniors. Students will examine their rights and responsibilities as American citizens under the Constitution. The power, function and responsibility of political parties, the executive, and Legislative and Judicial branches of the federal government will be examined. The formulation and implementation of foreign policy will be analyzed against the backdrops of domestic concerns and international change. Students will also explore current political and economic problems at the local, state and national levels. Emphasis will be placed on student-centered activities and instruction.

266 HONORS CURRENT WORLD ISSUES - FALL SEMESTER Grades 11, 12 1 credit

Topics for Current World Issues classes are the same for the spring semester and the following fall semester. A student may be able to take the course three times in two years.

Honors Current World Issues enables students to examine, research and discuss eight current global topics decided by the American Foreign Policy Association through their Great Decisions Program. This course will prepare students for a better understanding of the interdependency of the world as well as a comprehension of the complexity of the global community. This course will also provide an excellent opportunity for students to increase his/her research and reference skills through the use of the library. The students will be required to write numerous short essays and a major research paper.

267 ACADEMIC CURRENT WORLD ISSUES - FALL SEMESTER Grades 11, 12 1 credit

Academic Current World Issues enables students to examine, research and discuss eight current global topics decided by the American Foreign Policy Association through their Great Decisions Program. This course will prepare students for a better understanding of the interdependency of the world as well as a comprehension of the complexity of the global community. This course will also provide an excellent opportunity for students to increase his/her research and reference skills through the use of the library. The students will be required to write numerous short essays but not a research paper.

268 HONORS CURRENT WORLD ISSUES - SPRING SEMESTER Grades 11, 12 1 credit

Honors Current World Issues enables students to examine, research and discuss eight current global topics decided by the American Foreign Policy Association through their Great Decisions Program. This course will prepare students for a better understanding of the interdependency of the world as well as a comprehension of the complexity of the global community. This course will also provide an excellent opportunity for students to increase his/her research and reference skills through the use of the library. The students will be required to write numerous short essays and major research paper. Topics for the spring of 2002 will not be announced until the fall of 2001.

269 ACADEMIC CURRENT WORLD ISSUES - SPRING SEMESTER Grades 11, 12 1 credit

Academic Current World Issues enables students to examine, research and discuss eight current global topics decided by the American Foreign Policy Association through their Great Decisions Program. This course will prepare students for a better understanding of the interdependency of the world as well as a comprehension of the complexity of the global community. This course will also provide an excellent opportunity for students to increase his/her research and reference skills through the use of the library. The students will be required to write numerous short essays but not a major research paper. Topics for the spring of 2002 will not be announced until the fall of 2001.

270 SOCIOLOGY (HONORS) Grades 11, 12 1 credit

It is designed for the college bound student who meets the department criteria for being allowed to enroll in honors courses. Students who register for Honors Sociology must have above average scores on CTBS and PSSA test in social studies, reading, and related areas. They need the approval of one of their previous social studies teachers and an average of 85% or better in that class. Parental approval is also required.

The course is designed to help students acquire a better understanding of human behavior and social interaction. They will determine whether or not this behavior is as quantifiable and predictable as those in this field believe it is. Students will become familiar with the scientific method, and apply it in their attempts to define, interpret, and solve contemporary social issues and problems. Students will cover more topics than the academic course, and will also examine those topics in much greater detail. A research paper will be required with an emphasis towards controversial political and social issues, and how they have become manifest through particular phenomena in US culture in the 20th century.

271 SOCIOLOGY

Grades 11, 12

1 credit

This elective course is designed to help students acquire a better understanding of human behavior and social interaction. They will determine whether or not this behavior is as quantifiable and predictable as those in this field believe it is. Students will become familiar with the scientific method, and how it is used in defining and solving contemporary social issues and problems. The students will be assessed through a variety of cooperative learning activities, essays, debates, and standardized and teacher made exams.

260 PSYCHOLOGY

Grade 12

1 credit

This course gives a general introduction and an overview of the entire field of psychology. Using lectures, and readings in the text, the theories of self-actualization is developed. The objectives of the course are to give the student a better understanding of himself/herself, of his/her relationships to others and of this world.

TECHNOLOGY EDUCATION

(Industrial Arts)

The following courses are electives - will be scheduled on a seats available basis.

Technology Education Honors Criteria

Advanced level technology education courses (those beyond Level II) may be taken for honors credit. The goal of honors credit is to stress those academic and technical skills necessary for success in a competitive collegiate/technical atmosphere. In addition to meeting all regular course requirements, students will be required to complete an additional assignment, including but not limited to:

- ◆ Research/Term Paper
- ◆ Oral Presentation
- ◆ Independent Research and Development Project
- ◆ Outside Reading/Lab Assignments

Students must declare themselves as honors credit candidates at the beginning of the semester. A meeting between the student and instructor will be scheduled to determine exact course requirements to receive honors credit.

600 GRAPHIC ARTS I

Grades 9, 10, 11, 12

1 credit

Technology Credit

This is a project-oriented class that offers exploratory hands on experiences in the basic processes of printing and graphic computer applications. The course content will focus on, but will not be limited to, manual printing processes of raised and recessed printing, screen-printing, and offset printing. The class will also explore process photography, darkroom procedures, and desktop publishing. The graphic computer programs used throughout this course include Adobe Illustrator, Adobe page maker, Adobe Photoshop, Netscape, and Apple works.

601 GRAPHIC ARTS II **Grades 9, 10, 11, 12** **1 credit**
Prerequisite: Graphic Arts I with a grade of 80% or better - Technology Credit

This is a project-oriented class that will foster progressive advancement of the learning processes of graphic applications. Compute applications, desktop publishing, multicolored printing (screen and litho), film processing and multi-page publications will be emphasized. This is an advanced class in which students must complete multi-task operations to reach a desired outcome.

602 GRAPHIC ARTS III **Grades 10, 11, 12** **1 credit**
Prerequisite: Graphic arts I and II with a grade of 80% or better – Technology Credit

This is a process and production oriented class that will focus on the advanced operation of a graphic arts studio. The core of the class will revolve around real time “jobs” and production runs that would simulate a graphics studio. Students will be expected to work with the public. Much emphasis will be focused on computer-aided design of graphic products and production. This is an advanced class that will draw heavily on the experiences and processes learned in Graphic Arts I. and II.

605 DESKTOP PUBLISHING **Grades 9, 10, 11, 12** **1 credit**
Technology Credit

This course concentrates on Macintosh computer programs used for image and text manipulation and assembly. The focus is on pre-press image application.

608 TV AND VIDEO PRODUCTION I **Grades 11, 12** **1 credit**
Technology Credit

Throughout this course, students will be given the opportunity to actively engage in the fundamental aspects of television and video production. They will discuss and practice all the attributes of pre-production (script writing, story board design, casting), production (using the camera, lighting, sound, and methodology), and post production (editing, and the use and care of equipment). Each will have the opportunity to expand and enhance their learning experience by producing their own television programs, commercials, and more. Graphics I or Art 1, and Public speaking are recommended before taking this course to benefit the student.

609 TV Video Production 2 **Technology Credit** **Grades 11, 12** **1 credit**

Prerequisite: TV Video Production 1 This course will utilize the knowledge that the student has gained from level 1 to further their knowledge of production and entertainment. The students will be responsible for the production of the daily morning announcements as well as school outreach programs. They will each have the opportunity to expand and discover more techniques through a production of their own devise and a final project that will, in some way, benefit the community.

610 ENGINEERING DRAWING I Grades 9, 10, 11, 12 1 credit
Technology Credit

Engineering drawing offers basic experiences in the principles and practices of technical drawing and CAD (Computer Aided Drafting.) This course is recommended to all students who will be majoring in art or engineering in college.

611 ENGINEERING DRAWING II Grades 9, 10, 11, 12 1 credit
Prerequisite: Engineering Drawing I with a grade of 75 or better - Technology Credit

This course deals with advanced drawing experiences in principles and practices of technical drawing. Use of CAD (Computer Aided Drafting) will be introduced in this course.

613 ARCHITECTURAL DRAWING I Grades 9, 10, 11, 12 1 credit

This course deals with basic architectural drawing and light construction techniques. Students who elect this course will design a basic house, draw all information needed, and construct a model.

614 ARCHITECTURAL DRAWING II Grades 9, 10, 11, 12 1 credit
Prerequisite: Architectural Drawing I with a grade of 75 or better - Technology Credit

This course deals with advanced architectural drawing, design and light construction. Use of CAD (Computer Aided Drafting) will be used in this course.

615 ARCHITECTURAL DRAWING III Grades 10, 11, 12 1 credit
Prerequisite: Architectural Drawing II with a grade of 85 or better - Technology Credit

This course gives the student additional experiences in CAD (Computer Aided Drafting.) The drawing experience will be a commercial building.

616 HONORS ARCHITECTURAL DRAWING III Grades 10, 11, 12 1 credit
Prerequisite: Architectural Drawing II with a grade of 90 or better - Technology Credit

This course gives the student additional experiences in CAD (Computer Aided Drafting.) The drawing experience will be a commercial building. Students will be required to complete an additional assignment, including but not limited to: research/term paper, oral presentation, independent research and development project, outside reading/lab assignments.

617 ARCHITECTURAL DRAWING IV Grades 10, 11, 12 1 credit
Prerequisite: Architectural III with a grade of 85 or better - Technology Credit

Independent study course is designed for the exemplary technology education students who have demonstrated the ability and desire to pursue an in-depth study of a specific area in which they have proven themselves to be proficient. A conference should be held with the instructor to determine course content, requirements, and eligibility.

618 HONORS ARCHITECTURAL DRAWING IV Grades 10, 11, 12 1 credit
Prerequisite: Architectural III with a grade of 90 or better - Technology Credit

Independent study course is designed for the exemplary technology education students who have demonstrated the ability and desire to pursue an in-depth study of a specific area in which they have proven themselves to be proficient. A conference should be held with the instructor to determine course content, requirements, and eligibility. Students will be required to complete an additional assignment, including but not limited to: research/term paper, oral presentation, independent research and development project, outside reading/lab assignments.

627 INTERACTIVE TECHNOLOGY EDUCATION Grades 9, 10, 11, 12 1 credit
Technology Credit

This course is an interactive multimedia learning experience, using modules as the basis for an inter-curricular experience for the student. The course gives an overview of many different subjects including, Robotics and automation, Graphics and Animation, Aerodynamics, Video Production, Satellite Communications, and Bio-Medical technologies. Through the interaction of computers, hands on trainers, and numerous activities and experiences the students learn about real world systems and how to solve problems to create desired outcomes.

620 ELECTRICITY/ELECTRONICS LEVEL I Grades 9, 10, 11, 12 1 credit

This introductory course provides any student, regardless of future plans and goals, with an exceptional opportunity to develop skills for productive life in our electronically controlled world. Students will not only learn the fundamentals of electricity and electronics but will also spend a large portion of class time developing hands-on skills with tools, machines, electrical test equipment, and electronic components. During the course, each student will construct a class assigned electronic project. Computers will be used to reinforce theory, design and application of the project. This project construction will serve as an introduction to component identification, schematic diagram reading, printed circuit board fabrication, soldering, and wiring. Basic house wiring, power transmission, and Ohm's Law will also be discussed.

621 BASIC ELECTRONICS LEVEL II Grades 9, 10, 11, 12 1 credit
Prerequisite: Elec/Elect 1 with a grade of 75 or better

The purpose of this course is to provide a successful introductory experience in electronics that can serve as a foundation for further study if desired. As in Electricity/Electronics, students will spend a large portion of class time developing hands-on skills with tools, machines, electrical test equipment, and electronic components. Basic troubleshooting techniques will be introduced as well as introductory circuit analysis. During the course students will construct several electronic projects of his/her choice. Computers will be used for printed circuit board design, theory and some circuit simulation.

622 SOLID STATE ELECTRONICS LEVEL III Grades 10, 11, 12 1 credit
Prerequisite: Basic Electronics II with a grade of 85 or better - Technology Credit

Any student who hopes to pursue a career in electronics or any related field such as engineering or science should benefit from this course. A large portion of class time will be devoted to developing hands-on skills with tools, machines, and electronic test equipment including digital multimeters and oscilloscopes. Topics to be studied include more advanced circuit analysis, inductance, capacitance, and solid state devices such as diodes, transistors, VCR's, voltage regulators, and integrated circuits. Student-built projects, experiments, and the use of personal

computers for computer-aided design of printed circuit boards and circuit simulation will help reinforce the skills that are developed.

623 HONORS SOLID STATE ELECTRONICS LEVEL III Grades 10, 11, 12 1 credit
Prerequisite: Basic Electronics II with a grade of 90 or better - Technology Credit

Any student who hopes to pursue a career in electronics or any related field such as engineering or science should benefit from this course. A large portion of class time will be devoted to developing hands-on skills with tools, machines, and electronic test equipment including digital multimeters and oscilloscopes. Topics to be studied include more advanced circuit analysis, inductance, capacitance, and solid state devices such as diodes, transistors, VCR's, voltage regulators, and integrated circuits. Student-built projects, experiments, and the use of personal computers for computer-aided design of printed circuit boards and circuit simulation will help reinforce the skills that are developed. Students will be required to complete an additional assignment, including but not limited to: research/term paper, oral presentation, independent research and development project, outside reading/lab assignments.

624 ELECTRONIC COMMUNICATIONS LEVEL IV Grades 10, 11, 12 1 credit
Prerequisite: Solid State Electronics with a passing grade of 85 or better - Technology Credit

This course provides an excellent opportunity for the serious student of electronics to further develop his/her skills in electronics. Topics of this course will focus on applications of electronic circuits used for communication systems and information processing. These will include the processing, storage, and reproduction of sound, video, and digital information. Microphones, tape recorders, VCR's equalizers, signal processors, amplifiers, speakers and computers will be examined. The fundamentals of radio, television, satellite, and fiber optic communications will also be discussed. Student built projects, experiments, and computer-aided design will provide opportunity to reinforce the concepts of the course as well as to improve individual skills.

625 HONORS ELECTRONIC COMMUNICATIONS LEVEL IV Grades 10, 11, 12 1 credit
Prerequisite: Solid State Electronics with a passing grade of 90 or better - Technology Credit

This course provides an excellent opportunity for the serious student of electronics to further develop his/her skills in electronics. Topics of this course will focus on applications of electronic circuits used for communication systems and information processing. These will include the processing, storage, and reproduction of sound, video, and digital information. Microphones, tape recorders, VCR's equalizers, signal processors, amplifiers, speakers and computers will be examined. The fundamentals of radio, television, satellite, and fiber optic communications will also be discussed. Student built projects, experiments, and computer-aided design will provide opportunity to reinforce the concepts of the course as well as to improve individual skills. Students will be required to complete an additional assignment, including but not limited to: research/term paper, oral presentation, independent research and development project, outside reading/lab assignments.

630 WOOD TECHNOLOGY I Grades 9, 10, 11, 12 1 credit

Students will be exposed to basic woodworking techniques to build furniture for daily life. Safe use of tools and machinery will be stressed, as well as measuring, print reading, and project planning. Safe and proper usage of the following will be taught: hand tools, radial arm and table saws, jointer, planer, routers, and various other power tools and machines. Students will safely construct several pieces of furniture utilizing the processes taught.

631 WOOD TECHNOLOGY II **Grades 9, 10, 11, 12** **1 credit**
Prerequisite: Wood Technology I with a grade of 75 or better

This course is designed for students who wish to further their exploration of cabinet making and furniture making. Advanced techniques in planning, joinery, construction and finishing will be covered. Students will work independently on furniture projects of a high degree of difficulty to meet the course requirements.

632 WOOD TECHNOLOGY III **Grades 10, 11, 12** **1 credit**
Prerequisite: Wood technology II with a grade of 85 or better

This course is designed for the advanced student who wishes to pursue further interests in woodworking. An in depth examination of design, planning, machinery utilization, construction techniques and finishing methods will be provided. Students will investigate an area of woodworking above and beyond their achievements in Wood Technology II

633 WOOD CONSTRUCTION TECHNOLOGY **Grades 9, 10, 11, 12** **1 credit**

This course gives an overview of today's light construction industry with an emphasis on home construction techniques. Students will be taught how to interpret framing plans, use proper framing techniques, and roofing. The safe use and operation of power hand tools will be stressed.

634 WOOD MANUFACTURING TECHNOLOGY **Grades 9, 10, 11, 12** **1 credit**

This course is designed to give students an overview of today's wood manufacturing industries. Students will set up a manufacturing enterprise consisting of: designing of products, product prototyping, set up for mass production, Product production, quality control, and marketing and distribution of their product. Students will be exposed to basic woodworking techniques, and safely operating common woodworking tools and machines.

MONROE COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL

PRE-VOCATIONAL

This is a nine-week exploratory program for special needs students in grades 9-12. Students are placed in the appropriate vocational shop based upon a comprehensive evaluation.

ALLIED HEALTH-TECH PREP PROGRAM **3.6 credits**

Allied Health is a two-year cluster approved Pennsylvania Department of Education Tech Prep Program that prepares students for advanced education/employment in health-related fields. The course allows students to explore various health care professions through classroom instruction, clinical experience, and college/professional shadowing.

The program makes students aware of over 300 possible health careers. The health care industry is the second largest employer in the U.S. and the #1 non-agriculture employer in Pennsylvania. Health technologists and technicians are the fastest growing occupations in the country. The program includes instruction in health-related subjects and computer skills, leadership, safety, and job-seeking skills. A clinical experience at Pocono Medical Center and other health-related facilities is offered.

A recommended academic sequence for this program includes Applied/Academic Algebra I and II, Applied/Academic Biology and Chemistry, and Applied/Academic English. Students become members of Health Occupations Students of America (HOSA), which provides leadership development, motivation, and recognition exclusive to health occupations students. Upon successful completion of the program students can apply for advanced college credits or training.

AUTO BODY TECHNOLOGY

3.6 credits

Automotive body technicians restore the bodies of damaged automobiles, trucks, buses, or other vehicles. They fix everything from a dented fender to a total wreck. Some of their work involves giving estimates, restoring damaged metal frames, aligning window openings and doors, replacing parts, smoothing out dents, welding breaks in metal, painting, and installing glass. New automobiles are made of steel, aluminum, metal alloys, and plastics. An auto body technician learns the repair methods for each of these materials. Technicians' work in independently owned collision repair shops, franchise shops, and dealerships.

Students enrolled in the Auto Body Program learn the overall operations of the auto body repair business through a variety of hands-on experiences from minor to major collision repairs and restoration projects. Upon completion of the program, students may choose to be employed in the repair industry or continue their education at a trade school or two-year college.

AUTOMOTIVE TECHNOLOGY

3.6 credits

Students in the Automotive Technology program learn modern automotive operating principles and repair procedures. Automotive technicians need knowledge of electronics, emission control, electricity, mechanics, and hydraulics. They must also have an understanding of computers and the ability to comprehend repair manuals.

During this program, students gain skills in eight Automotive Service Excellence (A.S.E.) categories. These categories include engine performance, engine, repair, brakes, steering, suspension, alignment, manual and automatic transmission, electrical repair, and auto heating and air conditioning. Students may choose to enter employment or to continue their education at a community college.

CARPENTRY

3.6 credits

Carpenters build or rebuild wooden buildings. Generally, they do one of two kinds of work: rough or finish. Rough work carpenters assemble the framework. They erect sub-floors, partitions, floor joists, and trusses or rafters. Finish carpenters start their work after the rough carpenters complete their job. They build stairs, lay floors, and install paneling, tile, doors, trim, cabinets, and windows. Carpenters also work in non-building construction. For example, they build concrete forms for dams and bridges, and supports and bracings for mines. Maintenance carpenters work in factories, office buildings, and other places of business. Carpenters gain a basic understanding of building design and the qualities of different woods and materials.

This program provides students with the knowledge and skills for employment in residential, commercial, or industrial construction trades. Students develop skills in the proper operating procedures of hand tools, portable power tools, and portable power equipment. Students gain experience through classroom and shop projects, on site and off site construction projects, and construction of a residential home.

COMPUTER INFORMATION TECHNOLOGY

3.6 credits

Computer Information Technology is a program that utilizes state-of-the-art equipment and training in all aspects of computer technology skills required for employment or helpful in pursuing further education. The course emphasizes programming and running business applications using the Visual Basic 4 and Visual C+ computer languages. Students learn Corel Word Perfect Suite and Microsoft Word packages. They also use HTML to program and maintain Internet pages. Skill in the use of equipment and software required in today's high tech job market is developed through the use of the latest IBM compatible PCs and printers in a networked lab using Novell software. Students design and program live projects.

COSMETOLOGY

3.6 credits

The cosmetology program prepares students to become licensed cosmetologists. This involves training in current theory and extensive group and individual practical training. Students are taught shampooing techniques, hair shaping, hair coloring, permanent waving, chemical relaxing, pressing, roller sets, skin care and make-up, and manicuring. Upon successful completion of 1,250 hours of instruction and clinical experience, students are qualified to take the State Board Examination for Licensing. Once the student successfully completes the course and passes the examination, he/she can work in or own a salon.

CULINARY ARTS PROGRAM

3.6 credits

The Culinary Arts program trains students in food preparation and service and restaurant management. Students learn the fundamentals of restaurant management, cooking techniques, menu planning, ordering, sanitation, food cost control and safety. They also learn how to prepare soups, sauces, entrees, salads, appetizers, and desserts. The program offers extensive hands-on training in a fully equipped kitchen and operating restaurant.

DIESEL/HEAVY EQUIPMENT TECHNOLOGY

3.6 credits

The Diesel/Heavy Equipment Technology program prepares the students for employment or continued education in the field of diesel, tractor and trailer repair. The students are taught basic manipulative skills, shop safety and job planning. A working knowledge of the trade is taught through theory and practice.

Instruction includes: Disassembly of gasoline and diesel engines, clutches, transmissions, differentials, brakes (hydraulic and air), and electrical systems. Students are taught to identify the major components of a vehicle, to understand how they operate, and troubleshooting skills. These topics are part of the curriculum of the Automotive Service Excellence (A.S.E.) certification.

DRAFTING TECHNOLOGY

3.6 credits

Drafters prepare accurate working drawings from sketches, specifications, and calculations of engineers, architects, and designers to show engineering or manufacturing processes and products. They link the people who have an idea or design with those who make the finished product. They have an understanding of construction supplies, building codes, standard manufacturing and construction practices, and mechanics (energy and forces that effect structures.)

Manual drafters work at drafting tables. However, most drafters now use CAD (Computer-Aided Design.) By producing an image on a computer, changes can be made quickly rather than spending hours redrawing them on paper. Commercial drafters do all-around drafting. Some other types of drafters are aeronautical, architectural,

marine, mechanical, civil, electrical, and geological. Drafters work in industries that are sensitive to economic up trends.

ELECTRICAL TECHNOLOGY

3.6 credits

The Electrical Technology program covers the basics of alternating and direct current electricity and the means to install, maintain, and service electrical equipment in a safe and proper manner. Students receive comprehensive instruction based on the National Electrical Code and standard trade practices. In addition, students receive instruction on tasks such as constructing wiring circuits, installation of cables and raceways, circuit analysis, basic wiring procedures, and basic electronics applications.

Students are also given the opportunity to pursue advanced training in motor control circuits, power technology applications, and digital electronics fundamentals. Students review practical experience by completing many projects and by wiring a house in the school's housing project.

ELECTRONICS TECHNOLOGY

3.6 credits

Electronics Technology is a specialized college prep program that prepares individuals to apply electronic principles and technical skills to the calibration, testing, assembling, and maintenance of electronics equipment. Students in 10th, 11th, or 12th grades are eligible to attend Monroe County AVTS for one, two, or three years depending on their career objective. Although there are jobs available immediately after high school, most of the higher paying positions require the minimum of an associate degree in Electronics Technology. Through collaborative curriculum planning with colleges and trade schools, students who participate in this program are eligible to obtain up to 12 credits advanced standing in a post-secondary program. Therefore, this program is intended for those who are considering furthering their education.

FLORICULTURE/LANDSCAPING

3.6 credits

The Floriculture/Landscaping program prepares students to manage, maintain, and establish a horticulture or floriculture enterprise. Instruction is offered in plant identification and culture, plant pathology and ecology, equipment technology, crop production, horticulture management, and distribution of floriculture crops.

Students learn to plant crops, propagate plants, trim shrubs and trees, spray for insects, and control diseases. Students develop skills in floral design, drawing landscape plans, installing landscapes, and growing greenhouse crops. The course includes practice in business management, leadership skills, group dynamics, parliamentary procedure, public speaking, and public relations. Students acquire these leadership skills by participating in activities conducted by the Future for Agriculture Club (FFA) throughout the school year.

GRAPHIC ARTS/PHOTO OFFSET PRINTING

3.6 credits

The Graphic Arts/Photo Offset Printing program that provides a firm foundation in all aspects of the printing and publishing industry. Experience in layout and the student will gain design, composition, camera and darkroom operations, stripping, plate making, presswork, and desktop publishing during participation in the program. Training on modern equipment and procedures in desktop publishing provides the student with the skills to enter this highly competitive and emerging industry.

HEALTH ASSISTANT

3.6 credits

The Health Assistant program includes medical and dental terms, basic nursing skills, professional practice, sterile techniques, ethics and law in health services, office management procedures, instrument and equipment identification, typing, billing, and filing. Health Assistant students participate in a field experience to increase their understanding of a job area. They become members of Health Occupation Students of America (H.O.S.A.), which fosters leadership development, motivation, and recognition for those in the program.

HEATING, VENTILATION AND AIR CONDITIONING (H.V.A.C.)

3.6 credits

The Heating, Ventilation, and Air Conditioning (H.V.A.C.) program combines theory and hands-on experience to enable students to install, repair, and maintain heating, ventilation, and air conditioning systems. Students learn how to identify all types of heating problems in oil, gas, and electrical systems. Ventilation involves balancing the air in a given space and properly making a duct. The repair of refrigeration units involves starting out on a simple training model and advancing through the building and maintenance of an entire system.

As students advance through each of the above stages, they gain the knowledge to either enter the field as an apprentice or pursue advanced training. Upon completion of this course, students will be able to apply for the Refrigeration Recovery Exam to obtain certification.

MACHINE TECHNOLOGY

3.6 credits

The Machine Technology program is designed to give students both practical skills in machine tool operation, welding, and mechanical drafting, along with the math, science, and communication skills essential to a career in manufacturing. The course covers areas such as computer controlled machining, manufacturing processes, basic machine shop skills, and industry safety. Upon completion of the program, students may obtain entry-level employment or continue their education at a community college, university, or technical trade school.

MARKETING/BUSINESS MANAGEMENT

3.6 credits

Entry-level employment, as well as advanced education in the fields of merchandising, marketing, and management, is the focus of the Marketing program. Concentrated study in economics, marketing, business management, and human relations provides the students with a firm foundation for a career in marketing. Experience in operating a school store, participation in an internship at a local business, and involvement in the activities of the Distributive Education Clubs of America (D.E.C.A.) help students develop valuable employability skills.

MASONRY

3.6 credits

The masonry trade is one of the oldest trades known to man. The Masonry program provides an opportunity to develop the necessary skills, attitudes, and knowledge necessary for entry-level employment in masonry and related careers. Students learn to build fireplaces and chimneys, construct walls using brick, block, and stone, pour concrete footers, foundations, and floors, set tile floors and walls. Masonry students receive additional training in basic carpentry, blueprint reading, and estimating.

Students apply their knowledge by planning construction in installing masonry-related materials in school and community projects. Practical application of the skills learned in the construction project is coordinated among all the construction trades programs.

PLUMBING

3.6 credits

The Plumbing program combines classroom and practical learning experiences in layout, assembly, installation and repair of pipes, fittings and fixtures of water and drainage systems according to specifications and plumbing codes. The plumbing student receives instruction in safety, soldering, brazing, and use of hand and power tools related to the plumbing field.

WELDING TECHNOLOGY

3.6 credits

The Welding Technology program is a combination of classroom theory and hands-on fabrication activities concerned with setting up and operating welding related equipment. The program includes safety, blueprints reading, related math, gas welding and brazing, oxy-fuel cutting, plasma cutting, pipe fitting; and structural fabricating in all positions and with various types of welding electrodes. The technical skills required are learned in all methods of welding (gas, arc, tig, and mig).

MEDICAL MATH/HEALTH-RELATED STATISTICS (Allied Health Required Program Element)

Medical math is a comprehensive course structured to reinforce math skills related to the health occupations. Course content includes systems of drug measure, reading medication labels and syringe calibrations, calculating medication dosages, and medication administration systems.

The health-related statistics course is designed to introduce frequently applied statistical methods as they relate to the health occupations. Topics include descriptive statistics, frequency distributions, elementary probability, data summarization, measurements, normal distributions, statistical inference, estimation, tests of hypotheses, Chi-square, analysis of variance, regression and correlation, and t-test. Computer applications of statistics are discussed.

WORK RELEASE/DIVERSIFIED OCCUPATION PROGRAM GRADE TWELVE

The diversified occupation program consists of work experience and academic studies relating to the theme of occupational competence. Those students who are enrolled in the diversified occupation program combine studying in school with a community job in an occupational field. While taking academic core subjects along with 90 minutes per week of occupational skills instruction, students spend a minimum of fifteen hours per week, Monday through Friday on the job. The classroom content consists of proper methods of acquisition of a job, adjustment to and survival in the world of work, and meeting adult responsibilities including money management, taxes, insurance, etc. For successful completion of the classroom experience, the student receives one credit towards graduation. Credits for on-site work are determined by the number of periods a student spends at the job site, but not more than three credits maximum (total amount of credit for diversified occupation cannot exceed four credits). The on-the-job training phase of the program is governed by a training agreement clearly delineating the responsibilities of the student, parents, employer, and school authorities. The program coordinator visits the work site, making sure that both student performance and working conditions are satisfactory. The diversified occupation program requires a high level of responsibility from the student. The granting of credits for this program necessitates a student's adherence to program criteria. Failure to adhere to these criteria will result in the student's withdrawal from the diversified occupation program. For more information on this program contact the Carol Huffman, School to Work Coordinator.

* State law requires all jobs adhere to State and Federal regulations regarding employment, child labor laws, minimum wage and workers compensation. Workers Compensation by the employer must cover the student. Students between the ages of 16 –17 years of age must have working papers –NO EXCEPTIONS.

VOCATIONAL-TECHNICAL COOPERATIVE WORK EDUCATION PROGRAM

Students attending the Monroe County Vocational-Technical School are eligible for a work co-op program in their senior year. Criteria for placement in the program are as follows:

Grade 12 - Students may enter co-op in the first quarter of their senior year or fourth quarter of their junior year. Students must not have more than twenty absences in their eleventh grade year. Students must have an overall "B" average from their eleventh grade year in their vocational shop. Students must be placed in a job that uses the skills taught in their particular shop.

Co-op placement and approval for participation in the vocational-cooperative education program lies with the administration of the Monroe County Area Vocational-Technical School.

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